DOCUMENT RESUME

ED 107 856 CE 003 958

TITLE Career Education: [Senior High.]
INSTITUTION Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.
PUB DATE 74
NOTE 270p.; For related documents, see CE 003 950-7

EDRS PRICE MF-$0.76 HC-$13.32 PLUS POSTAGE
DESCRIPTORS American History; Business Education; *Career Awareness; *Career Education; *Curriculum Guides; Instructional Materials; Integrated Curriculum; *Learning Activities; Mathematics Materials; Resource Materials; Science Materials; Secondary Education; *Social Studies Units; Unions; Unit Plan

ABSTRACT

The last in a series of nine career education guides contains seven unit plans for grades 9-12. In general each unit presents goals, objectives, measuring devices, activities, instructional materials or resources, careers appropriate to the unit, a multimedia bibliography, and a unit evaluation form for teachers. Part one is a social studies unit which contains 15 modules covering social deviation; American, Asian, European, and African studies; and sociology. Part two is a physical science unit on radio communication. Part three is an American history unit on U. S. and world affairs. Part four is a mathematics unit which focuses on business and consumer mathematics with respect to money. Part five is a social studies unit on the European Renaissance which deals with changes in art, science, and literature brought about by the revival of commerce during the Renaissance. Part six is a social studies mini-unit on the how and why of joining unions. Part seven is a general business unit containing modules on finance, insurance, communications, and transportation, each with more detailed resources than the other units. (JR)

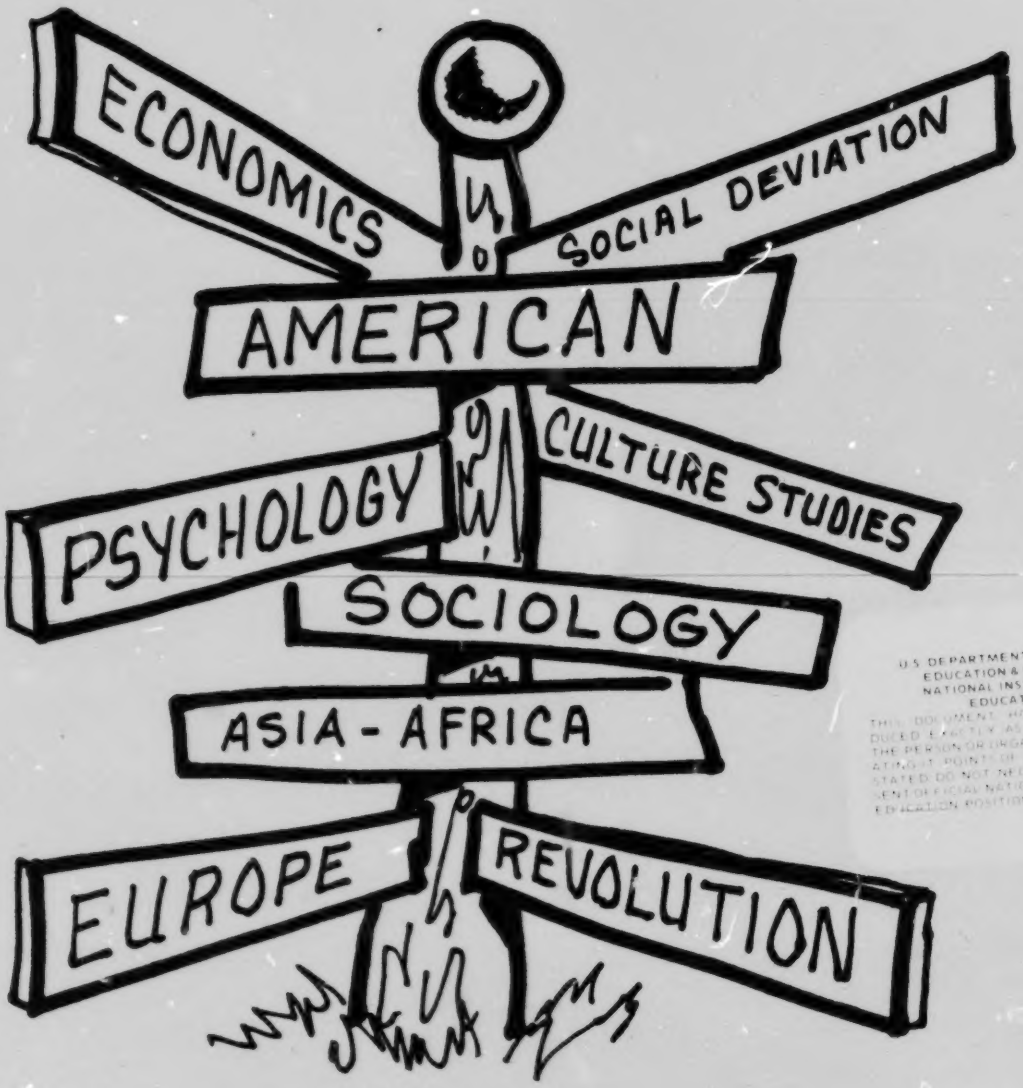
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED107856

CAREER EDUCATION

CURRICULUM 9-12

SOCIAL STUDIES



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CE003958

ED107856

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

CONTENTS

Forword	I
Professional Staff Members	1
Introduction	2
Free Films	3
Source of Reading Material	3
Note To Teacher	3
Career Education Modules	4
Addenda	77
Elements of Career Education	78, 79, 80, 81
Occupational Clusters	82
Evaluation Form	83,84

FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

PROFESSIONAL PROJECT STAFF

CURRICULUM 9-12

Guy Bovi	Auburn High School
John F. Deasy	Moravia Central School
William Fowler, Jr.	Union Springs Central School
Robert Gates	DeRuyter Central School
John Kula	Union Springs Central School
Floyd Kyes	Groton Central School
Dennis Regan	Cortland-Madison BOCES
Paul Viggiano	Auburn High School

MODULE REVISION COMMITTEE

Peter Contento	Homer Central School
William Gates	South Seneca Central School
David Guido	Homer Central School
William Lindberg	Homer Central School
Donald Mortin	Moravia Central School
Dolores Murphy	Ithaca High School
Richad VanEvery	DeWitt Junior High School
Marcia Williams	Ithaca High School

Cover by Robert Gerlach - South Seneca Central School

INTRODUCTION

The following pilot modules have been developed for the purpose of encouraging the infusion of Career Education in the total school program, with beginning emphasis in the area of Social Studies. They are not intended as a syllabus apart from the required curriculum. Rather, these modules are viewed as sub-sets of units; therefore, they contain limited elements of suggested objectives and strategies to demonstrate the ways in which teachers might effectively incorporate the concept of Career Education into their particular teaching situations.

In essence it is hoped that as the concept of Career Education emerges, the content of the curriculum can be developed to produce within the student skills and knowledge essential to helping him reach self-fulfillment. These modules represent a first step toward making the student aware of the range of life career in which he might engage and the rational decision-making process he might follow to realize his career choice.

Free Loan Films:

Department of Behavioral Science
Auburn Community College
Auburn, New York 13021

For Areas North of Westchester County Only:

Buchan Pictures
122 W. Chippewa St.
Jackson Building
Buffalo, New York 14202

For All Other Areas:

Modern Talking Pictures, Inc.
1212 Ave. of the Americas
New York City, New York 10036

Source of Reading Materials:

Annotated Bibliography of Career-Relevant Literature at the Junior-Senior High School Level. Cornell University

Note to the Teacher:

Not all the films, filmstrips, and other audio-visual material suggested for use with these modules have been reviewed. The committee did, however, attempt to select materials most appropriate for the secondary level, basing its selections on prior experience with the materials and catalogue information.

TRI-BOCES CAREER EDUCATION PROJECT

Career Education Modules

1.	Social Deviation- Methods for Dealing with Criminals	Grades 11-12
2.	American Civilization- Impact of Mass Media on American Life	Grades 11-12
3.	American Economic Life- American Manufacturing Technology	Grades 11-12
4.	Sociology- Urban Planning	Grades 11-12
5.	American Economic Life- Free Enterprise System	Grades 11-12
6.	Economics Elective- Community Development and Planning	Grades 11-12
7.	Japan- Post-war Japan's Economic Growth	Grades 9-10
8.	Sociology- Life Styles: Urban versus Rural	Grades 11-12
9.	The Commercial Revolution	Grade 10
10.	Advanced Economics- American Economy	Grade 12
11.	Asian and African Studies- Southeast Asia	Grade 9
12.	African Culture Studies- The Country of Nigeria	Grade 9
13.	European Culture Studies- The Middle Ages (Feudalism)	Grade 9
14.	European Culture Studies- Modern Europe	Grade 10
15.	American Studies- The American People	Grades 11-12

SOCIAL STUDIES

GRADE 12

PSYCHOLOGY OR SOCIOLOGY ELECTIVE MODULE #1

Subject Area:

Social Deviation

Topic:

Methods For Dealing With Criminals

Goal:

To familiarize the student with the administration of the judicial process on criminal deviates.

Career Education Goal:

The student will gain an understanding of the way in which various occupations relate to the needs and function of a dynamic society.

Specific Behavioral Objective:

The student will be able to list 5 or more occupations related to the administration of criminal justice.

The student will be able to explain in an essay the process of apprehension, adjudication and/or detention of criminals (depending on how the teacher approaches the topic).

Career Clusters:

Cluster: Public Service, Personal Services

Area: Police Science, Criminology, Law

Career Elements:

Career Awareness - The student will understand the variety of occupations found in the World of Work. The student will understand the way in which occupations relate to the needs and functions of society.

Attitudes and Appreciations

Suggested Instructional Activities:

1. Investigate the causes for a prison riot, either current or classic, such as the Attica riot of 1971, check local newspapers, etc. Present a panel discussion reacting to "The Prison Riot Was Justified". During the panel presentation, the class will list the various occupations mentioned in discussion, as well as any which they know would have to be related to the situation. Following the panel discussion, list these occupations on the board.
2. Stage a mock prison situation in class. Allow students to role play, basing the roles they wish to assume on their research of prison life. For example, a prison classroom where the instructor is five minutes late; or a conversation in a prison chair factory. In role playing, have the students develop as many administrative roles as they can to meet the situation (prison Doctor, guards, instructors, psychologists, cooks, etc.)
3. State a mock trial and/or a mock booking. The students should identify and incorporate as many occupations as possible in the given situation. The teacher can incorporate regular curriculum objectives such as the value of plea bargaining, the value of the jury system, etc.
4. Invite a local law enforcement official to visit the class and discuss his perception of his job as it relates to social needs.

Have students ask the visitor to discuss other people with whom he comes into contact in his occupation. Specific students should be prepared to prod the speaker in such areas as his superiors, others who work on the same level but do different things, and other agencies (county, state, federal, etc.)

Measuring Devices:

1. Teacher observations
2. Teacher evaluation of written and oral reports
3. Student evaluation of panel presentations

Instructional Materials:

1. Local resource persons (guards, inmates, if possible)
2. Magazines, newspapers, records of public investigation
3. Films

Follow-Up Activities:

1. Guidance counselor from correctional institution to explain the rehabilitation process.
2. Visit a correctional institution, if possible.
3. Have a small group or indvidual students interview the warden, guards, or teaching personnel in the institution.

Films, Filmstrips and Tapes:

Cayuga BOCES:

F	Child is Rated X	JSCA	IVT6597	P.257
F	The Hangman	SA	IMP7202	p.51
F	The Common Good	JSA	3MP6890	p.27
F	Justice Under Law- The Gideon Case	JSA	2MP6944	p.67

F	Busted	SA	2MP7449	new listing
F	Search for Privacy		2MP7452	new listing
V	Our Living Bill of Rights - Series of Three Programs:			
	Freedom to Speak	JSX	IVT6681	p.278
	Justice Under Law	JSC	IVT6681	p.279
	Equality Under Law	JSC	IVT6682	p.279

Cayuga BOCES Career Education Library:

F	Person to Person, Making Communications Work for You.			
F	Communicating With the Public			
C	Criminology and Penology			

Cortland-Madison BOCES:

F	Justice,Liberty and Law	JS	832	p.32
F	Interrogation and Counsel	JS	832-95	p.29

Tompkins-Seneca-Tioga BOCES:

FS	Wheels of Justice (N. Y. Times, March,1972)	p.111
FS	Mass Media, Their Role in Democracy	

Auburn Community College:

F	Crime in the Cities
F	Juvenile Delinquency

Buchan Pictures:

F	Thin Blue Line #2828 (Report on Policemen)
F	Search for an Answer #7859 (Report on a Social Worker)

Code: F-Film
V-Video Tape
C-Cassettes
T-Transparancies
FS-Film Strips

SOCIAL STUDIES

GRADES 11-12

AMERICAN STUDIES MODULE #2

Subject Area:

American Civilization and Historical Perspective

Topic:

Impact of Mass Media on the American Economic Life

Goal

To analyze the ways by which the media influences public opinion, utilizing propaganda techniques and devices.

Career Education Goal:

The students will become aware of the various types of occupations available in communications field.

Specific Behavioral Objectives:

1. Given a series of magazine ads, the student will list 5 basic methods of propaganda.
2. Given a teacher specified list of multi-media ads, the student will analyze the propaganda devices used.
3. Given a teacher specified list of multi-media ads, the student will recognize the motivational stimuli within particular ads.

Career Clusters:

Cluster: Communications and Media

Area: Advertising, Radio & T.V., Public Relations, Political

Career Elements:

Career Awareness: The student will determine the worker qualifications related to performing the basic tasks of various occupations.

Economic Awareness: The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state and nation.

Self Identity: The student will recognize that self-knowledge is related to a set or system of values unique to him.

Employability Skills: The student will relate information about himself in selecting, learning or performing duties.

Suggested Instructional Activities:

1. Using student selected ads, students will, individually or in small groups, determine the propaganda devices used in each ad and list these on 3" X 5" cards. The following will be done after the teacher has explained what propaganda is and what are the various types of propaganda.
2. Visit the local newspaper office to discuss with the advertising manager the psychological processes involved in making advertising lay-outs.
3. Employing the advertising techniques learned in class, students will develop an ad of their own.
4. Allow students to work in small groups to study ads found in various magazines. On a sheet of paper, have the group write an analysis of the stimuli used.
5. Visit a commercial T.V. station. Talk with the program director and other personnel to discuss their functions, with specific attention to career opportunities.

Measuring Devices:

1. Teacher assessment of student developed ads.
2. Student evaluation of individual ads, within the concept of a small group.

3. Student labeling of the same ads, listing the techniques used.

Instructional Material:

1. Multi Media Ads
2. Teacher specified list
3. Resource personnel
4. Tape recorder
5. V.T.R.
6. Resource and reference material
7. Films: Consumer Power: Advertising (Cortland-Madison BOCES)
   Television and Politics (Cortland-Madison BOCES)

Follow-Up Activities:

1. Allow individuals or small groups to write their own commercials and video tape them.
2. Invite a local editor of the local newspaper to class to support his editorial position , or explain how a newspaper is put together and what jobs are involved in this processs.

Films, Filmstrips, and Tapes:

Cayuga County BOCES

FS	Getting the News Associated Press Special Report	JSA	2SF6729	p.189
V	Protecting the Health Consumer	SCA	IVT6613	p.260
V	Selling of the Pentagon	SCA	IVT6694	p.288
F	Presidential Campaigning	SA	IMP7401	New Listing

Cortland-Madison BOCES

F	Television and Politics	JSH	83392	p.56
F	Communicating With the Public		832-196	p.14
F	Consumer Power: Advertising		832-183	p.15

Tompkins-Seneca BOCES:

F	Newspaper Story	JS	MS-366	p.B-80
FS	Mass Media, Their Role in Democracy New York Times (Jan. 1971)			p.E-7
T	Hom Ec. #34 Evaluating Advertising			p.A-36
F	Television Techniques for Teachers		3MP7250	p.120

Code: F-Film
V-Video Tape
C-Cassettes
T-Transparencies
FS-Film Strips

Bibliography:

Brezelesen, V. I. Careers and Opportunities in Commercial Art Rev. Ed. Dutton, 1963.

Pond, John Your Future in Personnel Work Rosen, R. 1962.

Hoenberg, John The News Media: A Journalist Looks at His Profession Holt, 1968.

SOCIAL STUDIES

GRADES 11-12

AMERICAN STUDIES MODULE #3

Subject Area:

American Economic Life

Topic:

American Manufacturing Technology

Goal:

The student will develop an understanding of the reasons for industrial growth.

Career Education Goal:

To inform students of emerging careers against the background of evolving technologies.

Specific Behavioral Objective:

The student will be able to explain in a short essay at least two elements of mass production.

Career Clusters:

Cluster: Manufacturing

Area: Heavy equipment-Auto Industry, Light equipment-Smith Corona Marchant

Career Elements:

Career Awareness: The student will understand the variety of occupations found in the World of Work.

The student will understand the way in which occupations relate to needs and functions of society.

The student will determine the worker qualifications related to performing the basic tasks of various occupations.

Economic Awareness: The student will understand the relationship between personal economics, life-style and occupational roles.

The student will understand the range of social and economic benefits associated with various occupations.

Suggested Instructional Activities:

1. Have students construct a bulletin board display of the elements of manufacturing related to the 18th Century and the present.
2. Make a field trip to Singer Sewing Machine (Auburn), Smith Corona (Cortland-Groton), Brockway Motor Company (Cortland), John Deere (Syracuse), etc. to observe manufacturing process.
3. Have students present a panel discussion related to manufacturing today and before the assembly line and the specialization of parts.
4. Organize the class into two groups to demonstrate differences in mass production using the assembly line technique and individual construction of an entire product. Compare - quality of product, time required for production, pride in work. Example: The construction, design, drawing, cutting, folding and stapling of a cardboard box.
5. Ask the Industrial Arts or shop teacher to prepare a demonstration on assembly line production, specialization of parts, quality control and/or other item related to manufacturing process. He might also have students demonstrate machines used by industry craftsman, how they work, blueprints used, measuring devices and other special tools or skills needed in the production of manufactured items.

Measuring Devices:

1. Student evaluation of completeness and relevance to topic of bulletin board at end of project.
2. Oral reports of at least two minutes to discuss observations.
3. Short written essay
4. Paper/pencil test
5. Teacher evaluation of student panel discussions.

Instructional Materials:

1. Tape recorder
2. Cardboard, stapler, measuring devices, etc.
3. Bulletin board
4. Resource references, books, magazines, etc.
5. Field trips
6. Access to school shop.

Follow-up Activities:

1. Bring in foreman from local industry to explain his role in the manufacturing of a product.
2. Tape an interview with an assembly line worker, self-employed craftsman and a management level employee of a local firm. Compare individual job satisfaction, life styles, pay, benefits, etc. Use tape for future play-back and discussion.
3. Independent research on individual career interests stimulated by field trips.

Films, Filmstrips, and Tapes:

Cayuga BOCES:

F	Automation: Promise or Threat	JSA	IMP7420	p.188
F	Tools & Rules for Precision Measuring	JS	187-419P 7251	p.123
F	Year 1999 A.D., The	JS	186-3MP 7345	p.141
F	Industrial Revolution in England, The	JS	400-3MP6954	p.64
	Corporate Community Video Tape Set		JSA	
V	Crucible Steel		IVT6623	
V	Fisher Body		IVT6624	
V	New Process Gear		IVT6626	
FS	The Age of Electronics			
FS	Man Has Wings			

Cortland-Madison BOCES:

F	Automania 2000	JS	831-210

Tompkins-Seneca-Tioga BOCES:

F	ABC of Hand Tools Parts 1 and 2	JS	MS665 and MS666

Free Film Library:

Precision Tool and Machine	JS	2188

Bibliography:

Arnold, Arnold, Career Choices for the 70's, Crowell-Collier Press.

Biegeleisen, J.I., How to Go About Getting a Job With a Future, Crosser, 1967.

Brunetti, Cledo, Your Future in a Changing World, Rosen, R. 1970.

Taylor, Dawson, Your Future in the Automotive Industry, Rosen, R. 1963.

Code: F-Film
V-Video Tape
C-Cassettes
T-Transparancies
FS-Filmstrips

SOCIAL STUDIES

GRADE 12

SOCIOLOGY MODULE FOR SOCIOLOGY ELECTIVE #4

Subject Area:

Sociology

Topic:

Urban Planning

Goal:

To develop an understanding of the sociological implications of urban planning on community development.

Career Education Goal:

The students will understand the way in which occupations relate to the needs and functions of society.

Specific Behavioral Objective:

The student will be able to present in panel presentation the implications of urban renewal on community planning and development.

Career Clusters:

Cluster: Public Service

Area: Public Service Agencies, Social Services

Career Elements:

Career Awareness: The student will understand the variety of occupations found in the World of Work.

The student will understand the way in which occupations relate to needs and functions of society.

Economic Awareness: The student will understand the relationship between personal economics, life-style and occupational roles.

The student will understand the range of social and economic benefits associated with various occupations.

Attitudes and Appreiciations

Self and Social Fulfillment

Self Awareness

Suggested Instructional Activities:

1. In a small group or indivually make a field trip to a local Service Agency (fire dept., police dept., Social Services dept.). Discuss the ways aspects of residential planning affect the operations or functioning of their agency.
2. Panel discussions to discuss pros and cons of urban planning. Have students prepare questions to ask in advance of class. Panel may be composed of students or community resource people. Tape for future playback.
3. Have students draw a sketch of a model of their community or a nearby city as they might envision it after some community planning projects are implemented.
4. Have students photograph buildings and areas marked for destruction or renewal. Prepare slide presentation for class discussion. Attention might be focused on the problems created by demolition e.g. housing for low income groups.

Measuring Devices:

1. Student evaluation of panel presentations.
2. Oral reports
3. Teacher observation of class discussion.
4. Written reports
5. Teacher evaluation of slide presentation.

1. Camera and film
2. Slide projector and screen
3. Tape recorder
4. Local resource people in public service areas
5. Paper and drawing materials for sketches
6. Reference material on community and urban planning

Follow-up Activities:

1. Conduct an opinion poll related to the pros and cons of community planning.
2. Make a graph of the responses to the opinion poll for display on the bulletin board.
3. Student independent research of an occupational interest in the public service areas.
4. Invite the school case worker to visit class to discuss the influences of urban planning on the school.

Films, Filmstrips, and Tapes:

Cayuga BOCES:

F	Air Pollution	JS	IMP7263	p.4
F	Boomsville	JSA	IMP7257	p.16
F	Land in Jeopardy	JSA	2MP7240	p.68
F	Cities, U.S.A. Associated Press Special Report		2SF6707	p.188
F	To Protect and Serve	S	2SF6506	p.189

Cortland-Madison BOCES:

F	Washington, City of the World		832-35	p.61
F	Neighbors		831-134	p.40
F	Cities in Crisis: Whats Happening		832-70	p.13
F	The Crowd		842-33	p.15

Tompkins-Seneca-Tioga BOCES:

FS Embattled Metropolis N.Y. Times Dec. 1970 E-4

Bibliography:

Golze, Alfred R. Your Future in Civil Engineering, Rosen, R. 1965.

Liston, Robert, Your Career in Law Enforcement. Messner 1965.

Sufen, Donald, Opportunities in Psycology Careers, Vocational Guidance, 1968.

Code: F-Film
V-Video Tape
C-Cassettes
T-Transparancies
FS-Film Strips

SOCIAL STUDIES

GRADES 11-12

AMERICAN STUDIES MODULE #5

Subject Area:

American Economic Life

Topic:

American Free Enterprise System

Goal:

To create an awareness of the basic tenets of the American capitalist system.

Career Education Goal:

Students will become aware of the variety of careers found in the area of marketing and distribution.

Specific Behavioral Objective:

Given a list of the basic tenets of the American free enterprise system, the student will select five and explain in an essay of at least 200 words how they relate to the American free enterprise system.

Career Clusters:

Cluster: Marketing and distribution

Area: Production, Consumption, Distribution

Career Elements:

Career Awareness: The student will understand the way in which occupations relate to needs and functions of society.

Economic Awareness: The student will understand the range of social and economic benefits associated with various occupations.

Suggested Instructional Activities:

1. Invite the president of the local Chamber of Commerce or some other person to class for the purpose of discussing economic opportunities in your locale. Allow class time for questions and answers. Tape the session for later reference.
2. Organize a field trip to a local industry to observe the various methods of marketing and distribution. Ask each student to write a list of observations for inclusion in a class notebook
3. Divide the class into small groups. Allow them to discuss the tip and the lists they compiled. Have a group leader present the group's observations to the entire class.
4. Stage a classroom debate, discussing the pros and cons of the free enterprise system.

Measuring Devices:

1. Teacher evaluation of the 200 word essay.
2. Written student evaluation of the content of the speaker's presentation.
3. Oral reports to teacher/class.
4. Teacher observation of class discussion.

Instructional Materials:

1. Films (BOCES Catalog)
2. Tapes
3. Local resource persons
4. Slides and film strips
5. Handouts
6. Video tape recorder

Follow-Up Activities:

1. Independent research about any one of the career possibilities discussed.
2. Attend a zoning board meeting and interview one of its members.
3. Stimulate the procedure for establishing a business.

Films, Filmstrips, and Tapes:

Cayuga BOCES:

F	Steel and America	JSA	3MP6512	p.114
F	Wise Use of Credit	S	2MP7055	p.137
F	The Computer Revolution		2MP7152	p.28
F	Screen News Digest Films Vol. 9 Issue 7			
F	Gold and You - Drain of the Dollar			p.187
F	Trade & Development		3MP834	p.127
F	The Hungry World		3MP7351	p.60

Cortland-Madison BOCES:

F	Meat on the Move	JS	843 2010	p.37
F	Panama Canal	JS	831 92	p.44

Tompkins-Seneca-Tioga BOCES:

F	Bread	MS 717	p.B16
F	Cotton	MS628	p.B26
F	Immigration in American History	MS258	p.B56
F	The Beginning & Growth in American Labor Movement	MS286	p.B63
F	Productivity	MS667	p.B90

Bibliography

Arnold, Arnold, Career Choices For the 70's.

Brunett, Cledo, Your Future in a Changing World.

Helman, Hal, Communication in the World of the Future.

Orent, Nueman, Your Future in Marketing.

Paris, Jean, Your Future as a Home Economist.

Code: F-Film
V-Video Tape
C-Cassettes
T-Transparancies
FS-Filmstrips

SOCIAL STUDIES

GRADES 11-12

MODULE FOR ECONOMICS ELECTIVE #6

Subject Area:

Economics

Topic:

Community Development and Planning

Goal:

To develop an understanding of the implications of community planning and development.

Career Education Goal:

1. The student will become aware of the needs and benefits of working together to achieve a common community goal.
2. The student will realize that jobs carry with them individual responsibilities.

Specific Behavioral Objectives:

The students, either orally or written, will identify titles of four city officials and one community group that would be contacted when a new building or facility is to be constructed in their city. This will be completed with 100% accuracy.

Career Clusters:

Cluster: Environment

Area: Sanitation and sewage, Public utilities, Recreation

Career Elements:

Career Awareness: The student will understand the variety of occupations found in the World of Work.

Attitudes and Appreciations

Decision Making: The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

Self Awareness: The student will learn to establish, although tentative, personally relevant goals.

Suggested Instructional Activities:

1. Allow the students to assume roles of local community members, such as industry president, government officials, planning board members, construction company president, health department official, etc. Create a situation in which the community and a manufacturing firm must decide where to construct a factory, such as a steel mill.
2. Role play a situation in which a community must build a new electrical power plant and must decide on nuclear or fossil fuels. Roles to play include public relations man from the power company, government officials, school officials, members of local environmental clubs, various public members, local university extension and research people .
3. Take a field trip to local sewage plant to see the operations and note treatment efficiency. Discuss observations in class.
4. Conduct class discussion on the importance and responsibility of sanitation worker to the community, if the proper resources can be found for motivation and for the job description.
5. Discuss the need for community recreation facilities and related personnel.

Measuring Devices:

1. Teacher observation of role playing session.
2. Teacher evaluation of students' perception of concepts presented.
3. Oral reports on field observations.
4. Student/teacher evaluation of independent research projects

Instructional Materials:

1. Magazine and newspaper articles.
2. Material from N.Y.S. Department of Environmental Conservation.
3. Local resource persons (industry, health dept., government officials, public park superintendents)

Follow-Up Activities:

1. Have students develop a discussion comparing and contrasting the urban planning of the Inca cities with urban planning in the cities of today.
2. Given a problem dealing with pollution (Ex. Onondaga Lake water pollution problems) have students develop proposals for a solution. Upon completion, have the students discuss their proposals in group discussions.
3. Allow students to do independent research on their career interests. Allow students to discuss their career interests in class.

Films, Filmstrips, and Tapes:

Cayuga BOCES:

F	Land in Jeopardy	JSA	2MP7240	p.68
F	Change & Latin America	JSA	3MP7342	p.21

F	Cities in Crisis: What's Happening	2MP7030	p.24
F	Living Filter, The	IMP7333	p.75
F	Our State Government	2MP7039	p.92
F	Wise Use of Water Resources	2MP6987	p.137
FS	Cities, U.S.A	2SF0706	p.188
FS	Surveyors	Super 8mm	11-12 (1969)

Tompkins-Seneca-Tioga BOCES:

F	The River	MS602	B-95

Free Films:

The Second Side (Fighting Waste Disposal)	#4141
The Promise of Tomorrow (Mobile Homes)	#3919
All the Difference (Land Use)	#3871
The Gifts (Water Pollution)	#3905

Bibliography:

Galze, Alfred, Your Future in Civil Engineering.

Heine, Robert, Your Futute in Traffic Management.

Liston, Robert, Your Career in Transportation.

Donahue, Jody, Your Career in Public Relations.

Code: F-Film
V-Video Tape
C-Cassettes
T-Transparancies
FS-Filmstrips

ADDRESSES	PUBLICATIONS
American Association for Advancement of Science 1515 Massachusetts Avenue, N.W. Washington, D.C. 20005	"Science for Society: A Bibliography" 2nd ed., by John A. Moore $1.00/copy
Bell Museum of Natural History University of Minnesota Minneapolis, Minnesota 55455	"A Bibliographic Essay" by Edward Hessler of the Dept. of Ecology and Behavioral Biology, University of Minnesota. 13p. listing of sources for topics from "Air & Ecotactics" to "Population & Pesticides" with appropriate illustrative quotations.
Congressional Quarterly, Inc. 1735 K Street, N.W. Washington, D.C. 20006	Editorial Research Reports Ask for Library Catalog including: 1/6/71 "Pollution Technology" 7/21/71 "Protection of the Countryside" 10/14/70 "Fuel Shortages" 3/25/70 "Green Revolution" 3/12/69 "Waste Disposal: Coming Crisis"
Conservation Foundation 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036	Conservation Foundation Letter Monthly in-depth newsletter on major environmental issue. $6/yr. $11/2 yrs. Also: List of back issues still available at $.30-$.60 each - Fall 1971 Publications Listing.
Environmental Action, Inc. Room 731 1346 Connecticut Avenue, N.W. Washington, D.C. 20036	"Do It Yourself Ecology" $.25/copy "Earth Tool Kit" - How to fight pollution through community action. $1.25/copy
Finger Lakes Area Tuberculosis and Respiratory Disease Association, Inc. 504 Exchange Street, P.O. Box 186 Geneva, New York 14456	"You May Not Be an Angel, but..." "A Glossary on Air Pollution" "Air Pollution Explained: Pollution and Your Health" "Air Pollution Primer"
Keep America Beautiful, Inc. (The National Public Service Organization for the Prevention of Litter) 99 Park Avenue New York, New York 10016	"Price List of Litter-Prevention Materials" "Environmental Action Starts Here" "Keep America Beautiful Projects for Youth Groups" "Let's All Help Keep America Beautiful" "Idea Service" - pamphlets
League of Women Voters' Education Fund 1730 M Street, N.W. Washington, D.C. 20036	"A Congregation of Vapors" #393-$.35/copy "Where Rivers Meet the Sea"#367-$.50/copy "Population+Production=Pollution" #309 $.25/copy "Who Pays for a Clean Stream?" #313 $.25/copy "So You'd Like to Do Something About Water Pollution" #344 $.30/copy "Solid Waste-It Won't Go Away" #675 $.50/copy "Who Pays for Urban Transportation?" #700 $.35/copy "How Shall We Plan for Our Land?" #501 $.60/copy

Minnesota Environmental Sciences Foundation 5400 Glenwood Avenue Minneapolis, Minnesota 55422	"Environmental Information Source Guide and Bibliography" (Excellent!) "List of Paperbacks and Other Inexpensive Volumes on Environment and Conservation" prepared by Denver Public Library "Lessons and Teacher Resources In Environmental Education from Environmental Science Center, Golden Valley, Minnesota" List of 43 units (vary in price from $.50 to $4.00)
National School Public Relations Association 1201 - 16th Street, N.W. Washington, D.C. 20036	"Environment and the Schools" An Education USA Special Report, 52p. booklet, c. 1971, plus 4p. reading and film list. $4 cash or authorized p.o.
National Science Teachers Association 1201 - 16th Street, N.W. Washington, D.C. 20036	"Publications List 1971-72" For example: How to Present Audible Multi-Imagery in Environmental Ecological Education, 1971, #471-14616 $.50/copy "Programs in Environmental Education" #471-14394 $1.50/copy "Vital Views of the Environment" #471-14604 $1.50/copy "Environmental Investigations - Getting Help from Uncle Sam" #471-14620 $.50/copy
New York State Atomic and Space Development Authority Albany, New York 12200	"A Thermal Profile of the Waters of New York State"
New York State Department of Environmental Conservation 50 Wolf Road Albany, New York 12201	Pamphlets such as: "Air Pollution and You" "Help, Give Earth a Chance"
Public Affairs Committee, Inc. 381 Park Avenue South New York, New York 10016	"The Battle for Clean Air" #403 "An Environment Fit for People" #421 "A New Look at Our Crowded World" #393 "Noise-the Third Pollution" #449 "Our Troubled Waters: the Fight Against Water Pollution" #462 Prices for above: 1-9 copies - $.25 each 10-99 copies - $.22 each
Public Affairs Office Environmental Protection Agency Rockville, Maryland 20852	"Clean Water - It's Up to You" "Take 3 Giant Steps to Clean Air" "Pesticides" "Air Pollution - the Facts" "A Primer on Waste Water Treatment" "Current List of Water Publications" "Cost of Clean Water" "Man and His Endangered World" "Water Quality Standards" "Environment Protection - 1971"

Save the Earth Information Center
2244 Lee Road
Cleveland Heights, Ohio 44118

"Man's Environment" 12p. listing of Ecology, Nature and Science - inexpensive paperbound books for understanding the total environment we live in.

Scientists' Institute for Public Information
30 East 68th Street
New York, New York 10021

The SIPI has prepared a series of workbooks addressed to social issues engendered by the environmental crisis. These workbooks will provide basic information, list a few additional sources, and stress the role of scientific and technical information in evaluating and solving environmental problems.
10-99 copies - $.75 each
100 or more copies - $.50 each
1000 or more copies- $.35 each
All 8 titles-one set-$5.00

Soil Conservation Service
U.S. Department of Agriculture

(Look in phone book for county office.)

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

"Environmental Education Cannot Wait" reprint from American Education $.15/copy
"Federal Assistance in Outdoor Recreation" $.50/copy
"Private Assistance in Outdoor Recreation" $.45/copy
"Miniature Environments" $.25/copy
"Community Action for Environmental Quality" $.60/copy

U.S. Atomic Energy Commission
Division of Technical Information Extension
P.O. Box 62
Oak Ridge, Tennessee 37830

"Educational Services Available from Division of Technical Information"
"Science Information Available from Atomic Energy Commission" #TID4550

U.S. Department of Interior
Geological Servey
P.O. Box 948
Albany, New York 12201

"Water Resources of the Central New York Area" - Bulletin #64

U.S. Department of Interior
Office of the Secretary
Washington, D.C. 20240

"So You Want to Get Involved"
"Conservation Checklist for Students"
"Information Please" - Lists appropriate divisions of Interior Department for specialized information, for example:

Office of Conservation Education
Bureau of Sport Fisheries and Wildlife
Room 3242, Interior Building
Washington, D.C. 20240

Information Officer
National Park Service
Room 2023, Interior Building
Washington, D.C. 20240

Information Officer
Bureau of Outdoor Recreation
Room 4025, Interior Building
Washington, D.C. 20240

FOR LOAN We have a copy of the following limited availability materials:

"Man and His Environment" - a Union Training Institute, prepared by the International Brotherhood of Pulp, Sulphite and Paper Mill Workers for union members.

"5th Grade Demonstration Projects in Environmental Education," prepared by Nolde Forest State Park Environmental Education Center in Reading, Pennsylvania.

Description of Title III Project SEE (Strategies for Environmental Education) in Wyandotte, Michigan. Also; Woodstock, Illinois Environmental Education Project.

DID YOU KNOW?

A "Do-It-Yourself" package is now being developed which could enable high school students to monitor the air, water, noise and radiation pollution levels in their home communities.

The Oak Ridge Associated Universities will develop, test, and distribute a multiple-instrument kit under a $17,000 grant from NSF. The kit contains basic electronic components which the students can use to build the devices themselves. For information, write ORAU Information and Exhibits Division, P.O. Box 117, Oak Ridge, Tennessee 37830.

Information provided by: Council on Education in the Geological Sciences
2201 M Street, N.W.
Washington, D.C. 20037

JUST ARRIVED:

"The World Around Us," our natural resources educational packet, prepared by The Garden Club of America, Conservation Committee, 598 Madison Ave., New York, New York 10022

"January, 1972 Publications Catalog" prepared by the League of Women Voters of New York State, 817 Broadway, New York, New York 10003 lists the following:

"Air Quality and Control in New York State - 1970"	$.40/copy
"River Basin Management in New York State - 1968"	$.30/copy
"A Guide to Inter-League Basin Groups in New York"	$.10/copy
"Hudson Mohawk Kit - 1967"	$.65/copy

"Winter, 1971 Publications Catalog" prepared by the League of Women Voters of the City of New York, 131 East 23rd Street, New York, New York 10010 lists the following:

"Congregation of Vapors"	$.45/copy
"Who Pays for a Clean Stream?"	$.35/copy
"Solid Waste - It Won't Go Away"	$.65/copy

as well as numerous other pamphlets.

SOCIAL STUDIES

GRADE 9

ASIAN AND AFRICAN CULTURAL STUDIES MODULE #7

Subject Area:

Japan

Topic:

Post-War Japan's Economic Growth

Goal:

To understand the effects of Japan's economic growth has had on the American economy.

Career Education Goal:

1. The student will understand the variety of occupations found in the world of work.
2. The student will understand the way in which occupations relate to the needs and functions of society.
3. The student will understand the relationship of occupational status to national econmic trends.

Specific Behavioral Objective:

Having examined source material - books, filmstrips, films, etc. and having discussed it in class the student will list five factors leading to Japan's development as a world economic leader.

Career Clusters:

Cluster: Manufacturing

Area: Business, Consumption, Distribution, Export-Import, Logistics

Career Elements:

Career Awareness: The student will understand the variety of occupations found in the World of Work.

The student will understand the way in which occupations relate to needs and functions of society.

Suggested Instructional Activities:

1. Divide the class into small groups (teams of 3 students each). Set up a mock (role play) international trade conference researching the economic needs (buying and selling) of selected world nations. Have these teams discuss the economic needs and problems in the "conference", aiming toward the prospect of developing trade relations between countries.
2. Students will collect and bring to class products and goods manufactured in Japan. Students can then discuss the effects Japan's economic growth has had on American economy.
3. Invite to class a manager of an industry that might be affected by Japan's economic growth. Have him discuss these effects with the class. Allow time for questions and answers. Have the class list five important points presented by the speaker. Tape session for play back.
4. Create the following hypothetical situation: Imagine you are the manager of a large camera factory. Because of the cost and quality of Japanese made photographic equipment, your sales have fallen considerably. List and explain three ways you might develop to overcome this economic situation.

Measuring Devices:

1. Teacher evaluation of small group discussions
2. Research papers
3. Independent project of foreign trade.
4. Student list of occupations
5. Written reports
6. Student lists from situation sheets

Follow-Up Activities:

1. Using one of the Japanese products brought to class, list the various occupations representing the flow of products from manufacturer to consumer.
2. Choose one area of the product flow (example: manufacturing, distribution, transportation, etc.) and research one occupation in that area. Submit your research to the teacher for evaluation.
3. Using any visual instrument, project the effects of increased foreign trade on the American economy.

Films, Filmstrips and Tapes:

Cayuga Boces:

F	Japan	JSA	3MP6870	p.66
F	Japan: Land and People	JSA	IMP6288	p.66

Cortland-Madison BOCES:

F	The Japanese	JS	833-52	p.31
F	The Japanese	JS	833-53	p.11
T	Japan: Geography#1-13 Economy #2&3 Society #3-5 History #4-11			p.246-247

Tompkins-Senece-Tioga BOCES:

F	Boy of Japan: Ku and His Kite		MS-57	B-15

Mass Media Kit - Japan: A Panorama Travel Program G-1

F Children of Japan MS-731 B-22

F In Spite of Walls 3538 (International Trade)

Bibliography:

Bruneth, Cledo, Your Future in a Changing World Rosen R. 1970.

Kaplan, Albert A. Careers in Department Store Merchandising Walch H.Z. 1962.

Neal, Harry E. Your Career in Foreign Service, Messner, 1965.

Orent, Norman B. Your Future in Marketing Rosen R., 1966.

Code: F-Films
V-Video Tape
C-Cassettes
T-Transparancies
FS-Filmstrips

SOCIAL STUDIES

GRADES 11-12

SOCIOLOGY MODULE #8

Subject Area:

Sociology

Topic:

Life Styles: Urban versus Rural

Goal:

To develop student awareness of life styles as they exist in urban and rural communities

Career Education Goal:

The student will recognize and understand social, economic, educational and cultural forces that influence his life style.

Specific Behavioral Objective:

At the conclusion of the activities, the student will write an essay which will show his interpretation of what different similar social, economic, educational and cultural forces would influence his life style if he lived in the opposite (rural or urban) setting. In addition he will make two lists of occupations which seem more rural-oriented or urban-oriented from the field trips of discussions conducted in class.

Career Clusters:

1. Cluster: Agri-Business and Natural Resources

   Area: Farm Production and Management, Land use, Wildlife Management, Forestry

2. Cluster: Environmental

   Area: Conservation Officers, Wood and Pulp Industry, Fish and Game Management

3. Cluster: Health

   Area: Medicine, Sanitation, Public Health Service

4. Cluster: Fine Arts and Humaities

   Area: Curators, Music and Dance

Career Elements:

Self-Awareness: The student will learn about himself in relation to his culture through understanding and experiencing roles.

The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.

Career Awareness: The student will understand the way in which occupations relate to needs and functions of society.

The student will understand the relationship between career and life-style.

Educational Awareness: The student will recognize that educational experiences are a part of his career development.

Suggested Instructional Activities:

1. Arrange a field trip to a performing arts center. Have students compile lists of their observations about the performance, the site, the audience, etc.
2. Using tape recorders, have groups of students interview people living in the city and people living in the country to determine the reasons for living in a city or country environment.
3. Have the student assume that he has graduated and has a choice of an equal paying career occupation in the country or the city. Allow him to present the reason for his choices in an oral presentation.
4. Invite to class an area case worker from a Social Services Agency to discuss the aspects of the welfare situation in the city and the country. Allow time for questions. Tape the session for future reference. Have students

develop a short report listing five key points of the presentation.

5. Using photographs or some other method of graphic illustration, create a job profile illustrating some occupations related to city-country life styles.
6. Invite to class a person who once lived in the country and now lives in the city. Allow him to explain the reasons for his re-location.

Measuring Devices:

1. Teacher evaluation of the job profile display.
2. Teacher evaluation of observation lists.
3. Student-Teacher evaluation of oral presentations and taped interviews.
4. Teacher evaluation of the performance objective essay.

Instructional Materials:

1. Tape recorder
2. V.T.R.
3. Resource personnel
4. Field trip
5. Situation sheets
6. Graphic, photographic material

Follow-Up Activities:

1. Develop small groups in class to exchange observations about the performance.
2. Play back taped interview to the class. Discuss.

Films, Filmstrips, Tapes:

Cayuga BOCES:

F	Community Life	JSA	2MP7139	p.27
F	Licorice Train	JSA	IMP7326	p.72

F	Jacques Costeau-The Tragedy of the Red Salmon	JSCA	IVT6659	p.271
F	Nation of Spoilers	JSCA	IMP7118	p.86
F	Land in Jeopardy	JSA	2MP7240	p.68
F	The Critic	SA	IMP7398	New listings

Cayuga BOCES Career Library:

FS Careers in Natural Resources Management

FS Careers in Crops

FS Careers in Farm Service

FS Ecology at Work - Case of the Big Horn Sheep

Cortland-Madison BOCES:

F	The Lottery		832 1002	

Tompkins-Seneca-Tioga BOCES:

F	Saving the Garden Crop	JS	MS-605	p.B-98
F	Growth of Cities	8-10	MS-660	p.B-48
F	Folk Songs of American History	8-12	MS-170	p.B-40

Free Loan Films:

F	Abundant Harvest (Corn farmer)	#4442
F	To Touch the Sky (Forests)	#4392
F	Idaho Cattle Country (Raising Cattle)	#4267
F	The Ballad of Trees (Forests)	#4241
F	Rewarding Careers in a Dynamic Industry - Agriculture	#4158
F	Give Us This Day (Agriculture in Iowa)	#4081
F	A Noble Venture (Game Ranching)	#4059
F	Number One Bush (Paper Products Operation)	#3920
F	All the Difference (Good & Bad Uses of Land)	#3871

F To Say it Best (Growing Carnations) #3399

F From Cow to Carton (Dairy Industry) #2878

F Guardian Angels (Preserving Wildlife) #4322

F Wonderland of Bread (Modern Plant) #2558

F Chocolate Crossroads of the World (Hershey, Pa.) #2435

F Precision Tool & Machine (Tool & Die Industry) #2188

F One Glow of Hope (Washington D.C.) #4454

F Lords of the Manor (Tarrytown, N.Y.) #4155

F The Magnificent Outdoors (Outdoor Sports) #3910

F The Farm (Wildlife on a Farm) #3181

F Harvest of Shame (Migrant Workers) p. 7 in A.C.C. A/V Catalog

T Health H-1 -H36 p.195

Bibliography:

Dodd, Ed. Careers For the 70's Conservation.

Dowdell, Dorothy Careers In Horticultural Sciences.

Fanning, Odum Opportunities In Environmental Careers.

Hanaburg, A.H. Your Future In Forestry.

Hutchinson, Chester S. Your Furture In Agriculture.

Stone, Archie A. Careers In Agribusiness.

Biegeleisen, J. I. Careers and Opportunities In Commercial Art.

SOCIAL STUDIES MODULE #9

GRADE 10

Subject Area:

Social Studies

Topic:

The Commercial Revolution

Goal:

To understand the commerical revolution's social and economic effect on the individual.

Career Education Goals:

1. To understand how economic relationships between people have evolved and changed from the late Middle Ages and Age of Transition to today.

2. To understand that economic occupations are related to many factors such as technology, politics, etc. of a given time and place.

Specific Behavioral Objective:

1. Students wll be able to write an essay or orally explain how employer-employee relationships of today are similar or different from the Age of Guilds and the Feudal Manor.

2. Students will be able to list at least five ways in which the economic way of life (such as the kinds of vocations) on a feudal manor and/or a guild shop was influenced by other factors, such as technology, politics, etc.

3. Students will be able to prepare a similar list of #2 above related to present day conditions.

Career Clusters:

Cluster: Transportation and Manufacturing

Area: Environment Service, Craft Guilds (Unions), Processing

Career Elements:

Self Awareness: The student will learn about himself in relation to his culture through understanding and experiencing roles.

Career Awareness: The student will understand the variety of occupations found in the World of Work.

The student will understand the way in which occupations relate to needs and functions of society.

The student will understand the relationship between career and life-style.

Economic Awareness: The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state and nation.

— Attitudes and Appreciations

Suggested Instructional Activities:

1. Divide the class into small groups. Allow them to select a group leader. After they resolve the problem presented on the situation sheet, let the goup leader orally present the solution to the problem. Example of a situation:
   a. Imagine you are a farmer. List the methods you might use for creating a self-sufficient farm.
   b. Imagine you are a manufacturer. List the methods you might use to create a self-sufficient business.
2. Create a "You Are There" situation. Then have students assume various roles related to the feudal manor, e.g. cart driver. While the students in their assumed roles petition the lord of the manor for a better life style, allow the remainder of the class to make observations and list the reasons why this situation could not be realized. Then compliment these roles with those of the 20th century, e.g.truck driver. Allow students time to explain why the individual in the 20th century might more effectively realize their "petitions".

3. Following the activity outlined in #2, research some of the careers in the 20th century that somewhat parallel those in the feudal period. List also those occupations which no longer exist. Allow students to explain the conclusions they reached about careers as they relate to change.
4. Divide the class into groups. Assign them the roles of feudal and modern families. Allow group leaders to explain why the feudal family had to be self-sufficient. Contrast this with the 20th Century virtual impossibility of self-sufficiency.

Measuring Devices:

1. Student developed essay/oral presentations related to careers and a developing world.
2. Teacher/student observation of student developed roles.
3. Teacher evaluation of student developed lists of factors related to feudalism's decline.

Follow-Up Activities:

1. Arrange a visit to a farm. Discuss with the farmer the reasons why he cannot be self-sufficient. Causes related to farm support system might also be discussed.
2. Invite a manufacturer to class and allow him to explain the reasons why his business cannot be self-sufficient. (If possible, visit the factory.)
3. Have a group of students do a poll to determine the careers of their parents. Allow them to present a listing of careers. You might incorporate format under "Instructional Activities". Further, students might do some research in careers which interest them.

Films, Filmstrips, and Tapes:

Cayuga BOCES:

F	Medieval Gilds, The	JSA	3MP7209	p.79
F	Medieval Knights, The	JS	3MP6936	p.11
F	Medieval Manor, The	JS	3MP6937	p.11
F	Rise of the Industrial Giant	SA	3MP7150	p.102
F	Invention in American Growth	IJ	IMP6298	p.65
F	The Year 1999 AD	SA	3MP7345	p.141

Cortland-Madison BOCES:

F	Meaning of Industrial Revolution	841-6	p.37

Tompkins-Seneca-Tioga BOCES:

F	Life In a Medieval Town	MS 301	p.B66
F	Medieval Times, Builds & Trades	MS 341	p.B73

Free Films:

F	Abundant Harvest (Corn farmer)	#4442
F	Steel Is A Farmer (Role of steel in farming)	#4075
F	Threshold of Tomorrow (U.S. Industry challenges)	#3840
F	Art of Cake Baking (Modern bakery)	#3330
F	The Carmakers (Story of a Volkswagon)	#3235
F	One Turn of the Earth (Tractors)	#3131
F	From Cow to Carton (Dairy industry today)	#2878

Bibliography:

Brunette, Cledo Your Future in a Changing World.

Goodrich, F.E. Your Future in Direct Selling.

Stone, Archie A. Careers in Agribusiness and Industry.

The National Observer, Careers For The Seventies: Close-Up of Twenty Ways Americans Earn a Living.

Code: F-Films
V-Videotapes
FS-Filmstrips
C-Cassettes
T-Transparancies

SOCIAL STUDIES

GRADE 12

MODULE FOR ADVANCED ECONOMICS #10

Subject Area:

American Economy

Topic:

Role of Supply and Demand in the Market System

Goal:

To create an awareness of how, in a market economy, the price of goods is affected by the interplay of supply and demand.

Career Education Goal:

The student will:

1. Understand how occupations relate to societal functions.
2. Understand the relationship between personal economic, life-style, and occupational roles.
3. Understand the relationship of individual economic status to community, state and national economic trends.
4. Become familiar with the use of basic materials associated with business and industrial activities.

Specific Behavioral Objective:

Given a list of those factors that cause shifts in supply and demand, the student will, in an essay of 300 words, explain how any three factors cause demand shifts and any four factors cause supply shifts and the resulting effects on price.

Career Clusters:

Cluster: Manufacturing and Agriculture

Area:

1. Managerial
2. Laborer (relates to different occupations)
3. Sales Representatives
4. Marketing Technicians
5. Economist (business and agriculture)
6. Fashion design
7. Research Analyst
8. Entomologist

Career Elements:

1. Career awareness
2. Economic awareness
3. Beginning competency
4. [illegible]oyability skills

Suggested Instructional Activities:

1. Allow each student to construct a demmand and supply curve to illustrate the relationship of price and quantity.
2. In small groups, allow the students to merge the demand and supply curves to establish an equilibrium price.
3. Given a list of factors which influence supply and demand, allow the students in small groups to plot the variance in equilibrium price as it relates to increase and decrease in supply and demand.
4. Have students assume the career roles mentioned in the section "Career Cluster". Allow them to explain how their function in their assumed roles might have an

influence on supply and demand, e.g. fashion designer.

5. Divide the class into small groups representing the consumer, the manufacturer, the wholesaler, and the retailer. Allow each group spokesman to present arguements to explain the prevailing economic conditions as they relate to supply and demand.
6. Divide the class into groups representing management and labor. Using the factors which influence the cost of living, allow them to negotiate a contract acceptable to both sides.
7. Using information gathered in related sources, allow individuals or small groups to plot on a linear graph the fluctuations of a commodity's price over a specified period.

Measuring Devices:

1. Teacher evaluation of the graphs related to supply and demand.
2. Teacher evaluation of student essays.
3. Teacher/student evaluation of the role playing activity.
4. Teacher evaluation of the negotiations process.

Instructional Materials:

Bulletins and Pamphlets:

Agriculture Price Bulletins
U.S. Dept. of Agriculture
Statistical Reporting Service
c/o Dept. of Agriculture and Marketing
State Campus, Albany, N. Y. 12226

Agricultural Situation Report- (Same address as above)

How Farmers Make Food America's Best Buy - 10¢ each
A. O. Smith Harvestore Products, Inc.
550 W. Algonquin Road
Arlington, Heights, Ill. 60006

Follow-Up Activities:

1. Have individual students research bulletins from the U.S. Department of Agriculture Statistical Reporting Service to discover the rationale for fluctuating prices in the agricultural sector of the economy. (This activity might also be extended to the business and consumer sectors.)
2. Invite individuals to class who are engaged in the various career roles previously assumed by the students. Have the guest speaker explain how his career is affected by trends in the marketplace.
3. Allow individuals or small groups of students to investigate the idea of planned obsolescence as a means of creating demand in the marketplace.

Films, Filmstrips and Tapes:

Cayuga BOCES:

T	The Marketing Process	DE2	p.194

Tompkins-Seneca-Tioga BOCES:

F	Cotton	MS628	p.B26
F	United Nations Report: Trade & Development	MS1043	p.B115

Free Films:

In Spite of Walls (International Trade)	#3538
Citrus in Motion (Harvesting & Marketing)	#3223
Elegance is An Almond (Growth & Marketing)	#2917
Invisible Power of Coal (Coal Industry Today)	#2464
This is Fiberglass (Uses)	#2387

Bibliography:

Orent, Norman B., Your Future in Marketing, Rosen, R. 1966

Code: F-Film, V-Video Tape, T-Transparancies, FS-Filmstrip

SOCIAL STUDIES

GRADE 9

ASIAN AND AFRICAN CULTURE STUDIES #11

Subject Area:

Southeast Asia

Topic:

The relationship among males and females of Southeast Asia as an extension of economic traditionalism.

Goal:

To create an awareness of the ways in which the various roles assumed by the men and women of Southeast Asia are directly related to the society's agrarian characteristics.

Career Education Goal:

The student will learn about himself in relation to his own and other cultures through understanding and experiencing roles.

Specific Behavioral Objective:

Given a list of the various roles assumed by the Southeast Asian male and female, the student will select any three for each sex and explain them in a brief - 50 word comment - on the outgrowth of an agrarian society. Then, in an essay of 200 words, compare and contrast the Asian roles with those assumed by the contemporary American male and female.

Career Clusters:

Cluster: Agri-Business and Natural Resources

Area: Products, Methods and Technology, Climate and Land Resources

Career Elements:

Self Awareness: The student will learn about himself in relation to his culture through understanding and experiencing roles.

The student will understand and recognize forces such as social, economic, educational and cultural that influence his development.

Economic Awareness: The student will understand the relationship between personal economics, life-style and occupational roles.

Suggested Instructional Activities:

1. Before class discussion, show film on agriculture in the United States and geographical differences.
   A. Have students divided in four groups by location and have them report on agriculture and economy in the United States - east, central plains and west.
   B. Appoint a committee to search the Readers Guide for articles on technological development in Southeast Asia.

2. Divide the class into two groups to discuss the differences in life-styles and occupational roles in a subsistance agricultural society as opposed to those in an advanced industrial society. Assign the agricultural society to one group and the industrial society to the other. After allowing time for groups to meet, present findings to the class and discuss the differences. As a career identification procedure, you might have members of the class discuss the possibilities for other careers because of the advancement in the agricultural process.

3. Appoint a committee to research information on the Women's Liberation Movement, etc. and present it to the class for discussion.

4. Invite a Vietnam Veteran to talk to the class about his observations of the types of agriculture, life-styles, and male-female roles in Southeast Asia.

5. Invite a Southeast Asian student attending a local college to talk to the class about life in his or her country. A question and answer period will help students relate the presentation to class topics and individual interests.

6. Visit local dairy farm to view life style.

Measuring Devices:

1. Teacher evaluation of class discussion.

2. Written summaries of class speakers to be submitted to teacher.

3. Written assignment to meet criteria of Behavorial Objective.

4. Teacher evaluation of individual projects in a particular interest area related to the topic.

5. Individual research papers related to career interests generated by the speakers or other module content.

Instructional Materials:

1. Search for periodical articles related to the following:

   A. World agriculture - specific countries

   B. Southeast Asian economy - specific countries

   C. Women's Liberation

   D. occupational roles

2. Texts on Southeast Asia and agricultural technology.

3. Vietnam or Thailand veterans from:

   a. local community

   b. local military reserve centers

   c. local V.F.W.

4. Southeast Asian student from local college.

Follow-Up Activities:

1. In small group discussions, contrast the roles of a modern farm wife in the U.S.A with that of a Vietnamese farm wife.

2. In a class discussion, contrast the variations in occupational roles in agricultural systems that are labor-intensive and one that is machinery-intensive.

Films, Filmstrips and Tapes:

Cayuga BOCES:

F	Children of Asia	2MP7183	p.22
F	India, A Better Tomorrow	2MP7225	p.63
F	India and Pakistan	2MP6287	p.63
F	India's Development: "New Search in Kumariawas	3MP7355	p.63
F	Mekong: River of Asia	3MP7116	p.80
F	Screen News Digest Film, Volume 9		
	Issues 4	2MP6705	p.186
	Issues 7	2MP6707	p.186

Cortland-Madison BOCES:

F	India, Pakistan and the Union	842-25	p.29

Tompkins-Seneca-Tioga BOCES:

F	Indonesia: A New Nation of Asia	MS984	p.B57

FS South Asia Series 2002-2017 p.D17

FS Southeast Asia (New York Times,

March 1960) Cross Media Kit: Thailand p.G2

Code: F-Films
V-Video Tapes
C-Cassettes
T-Transparancies
FS-Filmstrips

SOCIAL STUDIES

GRADE 9

AFRICAN CULTURE MODULE #12

Subject Area:

Africa: The Country of Nigeria

Topic:

The relationship of geographic factors to economic development.

Goal:

To develop an awareness of the specific geographic factors that aided or impeded the economic development of Nigeria.

Career Education Goal:

The student will understand the relationship of geography to career choices and the use of equipment and materials associated with various careers.

Specific Behavioral Objective:

Given a list of the basic geographic factors related to Nigeria, the student will explain in a written or oral report, how five of these factors aided or impeded the economic development of the region.

Career Clusters:

Cluster: Environment

Area: Surveying, land development, engineering mining, statistician.

Cluster: Ag-Business and Natural Resources

Area: Mining, farming and ranching, lumbering, fish and game management

Career Elements:

Educational Awareness: The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

Suggested Instructional Activities:

1. Allow students to form small groups for the purpose of reading and interpreting the geographic maps of Nigeria. Allow group leaders or individuals to present their observations to the class.
2. As an extension of Activity #1, have small groups research the topic "Africa: A Land of Great Mineral Wealth". Suggest that they include in their research a graph or chart to compare and contrast Nigeria, or various African countries' mineral wealth with that of the United States. Place these on a bulletin board.
3. On a panel presentation, have students focus on the ways local natural resources affected the economic development of their community and immediate surrounding areas.
4. Allow the groups to list individually the potential job opportunities in this area of Africa, taking into account the skills, background, training they might need to qualify.

Measuring Devices:

1. Teacher evaluation of oral or written essays related to the behavioral objective.
2. Teacher/student evaluation of small group presentations.
3. Teacher/student evaluation of occupational possibilities.
4. Teacher/student evaluation of bulletin board displays.
5. Teacher evaluation of projects developed in "Follow-Up Activities".

Instructional Materials:

1. Natural resource maps of African countries and local area.
2. Atlas

Follow-Up Activities

1. In a class discussion, survey the resources of the United States and determine how they relate to the country's economic growth.
2. Individual research related to specific career opportunities in the developing nations.

Films, Filmstrips and Tapes:

Cayuga BOCES:

FS	Career in Natural Resources Management			
F	Africa Emerging	JS	3MP7339	p.3
F	Africa in Change	JSA	2MP6321	p.3

Career Education Library, Cayuga BOCES:

FS	Careers in Natural Resources Management		

Tompkins-Seneca-Tioga BOCES:

F	Economic Geography - Three Families Different Environments	832 181	p. 181

Bibliography:

Winter, Elmer L. Your Future in Jobs Abroad

Arnold, Arnold Career Choices for the 70's

Neal, Harry E. Your Career in Foreign Service

Splaver, Sarah Your Career If You're Not Going To College

Krosney, Herbert Careers and Opportunities In International Service

Code: F-Films
V-Video Tapes
C-Cassettes
T-Transparancies
FS-Filmstrips

SOCIAL STUDIES

GRADE 10

EUROPEAN CULTURE STUDIES MODULE #13

Subject Area:

The Middle Ages - Fuedalism

Topic:

Farm life on a Feudal Manor

Goal:

1. To compare and contrast farming in the Middle Ages with farming practices of the U.S.A. today.
2. Expose the student to various aspects of modern farming.

Career Education Goal:

1. The student will understand the competencies, education and technology necessary in agriculture today.
2. The student will understand the life-style of a farmer.

Specific Behavioral Objectives:

1. In an essay, the students will be able to compare and contrast farming practices of the Medieval Era with farm practices of today, giving three specific facts for comparison and three for contrast.
2. Students will prepare a collage which represents their impressions of the modern farm in New York State, based on their knowledge and information gained from the activities in this unit.

Career Clusters:

Cluster: Agri-business

Area: Production, management (land resources), marketing (distribution)

Career Elements:

Self Awareness: The student will learn about himself in relation to his culture through understanding and experiencing roles.

Educational Awareness: The student will recognize that different career directions require varying types of educational preparation.

Career Awareness: The student will understand the way in which occupations relate to needs and functions of society.

The student will determine the worker qualifications related to performing the basic tasks of various occupations.

The student will understand the relationship between career and life-style.

Economic Awareness: The student will understand the range of social and economic benefits associated with various occupations.

Suggested Instructional Activities:

1. Show films about Medieval Manors and have students list as many agricultural practices as they can. If there are farmers in the class, have them comment on some things which were different or the same as today (or ask for the comments from anyone).
2. Do library research on Medieval Farming for terms and technology such as weights and measurements which originated in Medieval Times.
3. If there are farmers in class, use them as a resource to explain the entire farm operation: capital, management, education, technology, some typical work days, leisure time. etc.

4. As an alternative or in addition to #3 above, arrange for a visit by a resource person to the classroom (county agent, farmer, high school instructor of agriculture).
5. If possible, arrange for a visit to a large modern farm operation (modern milking parlor, automated egg farm, etc.)
6. All students prepare a collage to express their impressions of farming today, after all other activities in this unit are completed. Choose as many as possible to be shared and explained with their classmates.

Measuring Devices:

1. Evaluation of written essays
2. Evaluation of collages

Instructional Materials:

1. Local resource persons
   a. Vocational Agriculture Teacher
   b. County Agricultural Extension Agent
   c. County 4-H Agents
2. Texts and library books on feudal agriculture practices.
3. Students parents who own and operate progressive, modern farms who would be willing to host a class field trip.
4. Books, magazines and pamphlets from a local Vo-Ag department on U.S. agriculture today.
5. Agricultural Reporting Service statistics.

Follow-Up Activities:

1. In small group discussions, contrast the variations in

management, production, cultural practices, etc. of feudal European agriculture and and modern U.S. agriculture. Each group should try to justify why these variations occur. Group findings should be presented in a discussion with whole class.

2. Discuss the reasons for production and innovative variations under Eupropean feudalism and American capitalism.
3. Research and orally explain agricultural practices in some other country.

Films, Filmstrips and Tapes:

Cayuga BOCES:

F	Medieval Manor	3MP6937	p.79

Cortland-Madison BOCES:

F	Medieval England, The Peasants Revolt	833	p.47
F	Medieval Manor	842-31	p.37
F	Medieval World	831-86	p.7

Tompkins-Seneca-Tioga BOCES:

F	Meaning of Feudalism	MS331	p.B72
F	Life in a Medieval Town	MS301	p.B66
FS	The Middle Ages (Set of 4 filmstrips)		p.E7
T	History #1-The Medieval Era (Transparancy #181)		p.F4

Bibliography:

Dowdell, Dorothy Careers In Horticultural Sciences, Messner, 1969.

Hutchinson, Chester S. Your Future in Agriculture, Rosen, R. 1965

Stone, Archie A. Careers in Agribusiness and Industry, (2nd edition) Interstate, 1970

Code: F-Films
V-Video Tapes
C-Cassettes
T-Transparancies
FS-Filmstrips

SOCIAL STUDIES

GRADE 10

EUROPEAN CULTURE MODULE #14

Subject Area:

Modern Europe

Topic:

The role of modern technology in breaking down traditional European nationalism.

Goal:

To determine ways by which specific technological innovations have removed the national barriers seperating the nations of Europe.

Career Education Goal:

1. The student will understand how occupations relate to the needs and function of society.
2. The student will understand the relationship of anticipated occupational status to national economic trends.

Career Clusters:

Cluster: Manufacturing

Area: Production, industrial supply, processing

Cluster: Marketing and Distribution

Area: Management, trade (international), shipping of goods

Cluster: Business

Area: Law (international and national), personnel, management

Cluster: Transportation

Cluster: Communication and Media

Career Elements:

Career Awareness: The student will understand the variety of occupations found in the World of Work.

The student will understand the way in which occupations relate to needs and functions of society.

The student will understand the relationship between career and life-style.

Economic Awareness: The student will understand the relationship between personal economics, life-style and occupational roles.

The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state and nation.

Educational Awareness: The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

Specific Behavioral Objectives:

Research material before class discussion then write a report on three key changes in technology which forced incorporation of the common market nations.

Suggested Instructional Activities:

1. Have students research how to construct a flow chart - what it is and how it works - of the components of a manufacturing industry to include inputs, process and outputs. The students might be divided into small groups with each group developing a flow chart for a different industry. Place the completed charts on bulletin boards for class observation. Hold class discussion to focus on the ways that show the dependence of one country on another for inputs and markets for outputs.

2. Using these same flow charts, organize group discussions on the balance of trade between countries necessary for one of the industries. Each group should concentrate on a separate industry.
3. Divide class into groups. Have them use the resources of the school or local library to compile information on the manufacturing industries of particular European countries.
4. Hold class discussions on the wheat deal.
5. Career interest areas.

Measuring Devices:

1. Teacher evaluation of class discussion.
2. Teacher evaluation of class reports.
3. Student and teacher evaluation of flow charts.
4. Student and teacher evaluation of independent research projects.

Instructional Materials:

1. Use N.Y. Times Index, Readers Guide, Business Index found in library.
2. United Nations Publications

Follow-Up Activities:

1. Select some local industry to study. Visit the industry to determine the specific operations performed and to seek information on the sources of inputs and the distinctions of outputs.
2. Hold class discussion to compare similarities and differences in the flow charts for different industries.
3. Hold class discussion on the reasons for tariffs and their effect on national trade barriers.

Films, Filmstrips and Tapes:

Cayuga BOCES:

F	World Wide Communications	3MP7357	p.140

Cortland-Madison BOCES:

F	Italy, Peninsula of Contrasts	832 34	p.30

Tompkins-Seneca-Tioga BOCES:

FS	Cross Media Kit "Common Market"	p.G1
FS	Filmstrip Set - Modern Central and Southern Europe 4 filmstrips	p.E7
FS	Cross Media Kit "England", "France", "Italy", "Holland"	p.G1

Bibliography:

Donahue, Judy Your Career in Public Relations, Messner 1967.

Neal, Harry E. Your Career in Foreign Service, Messner 1965.

SOCIAL STUDIES

GRADES 11-12

AMERICAN STUDIES MODULE #15

Subject Area:

The American People

Topic:

Improving career opportunities for minority groups.

Goal:

To familiarize the student with the factors which have historically limited the economic opportunities for minority groups and to recognize to what extent these are being overcome.

Career Education Goal:

The student will understand how social, economic, educational and cultural forces influence economic opportunities of the individual.

Specific Behavioral Objective:

The student will, after individual reading and class discussion, be able to develop an essay of 300 words, or an oral presentation of 5 minutes:

A. Using 3 sound explanations, give an analysis of the rationale which has historically relegated minority groups to an inferior status.

B. State and explain 3 methods by which the status of these groups are being elevated.

C. Give an explanation, including 3 reasons, as to why drawbacks to job opportunities for minority groups still exist.

D. List the specific types of career opportunities that will help individuals within minority groups to realize an improved economic and social status in the community.

Career Clusters:

Cluster: Public and Personal Services

Area: Employment agencies, Manpower Development agencies, Social Services agencies, housing directors, educators, Public Health agencies, Office of Economic Opportunity, VISTA

Career Elements:

Self Awareness: The student will understand and recognize forces such as social, economic, educational and cultural that influence his development.

Educational Awareness: The student will recognize that different career directions require varying types of educational preparation.

Career Awareness: The student will understand the relationship between career and life-style.

Economic Awareness: The student will understand the relationship between personal economics, life-style and occupational roles.

Beginning Competency: The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

Suggested Instructional Activities:

1. In a panel discussion, have each participant select one of the minority groups and analyze that groups employment ratio, comparing it to the white majority group.
2. As an extension of #1, have students give explanations for the disparities discovered.

3. In a classroom debate, develop a resolve related to any of the following:

   A. Education and career opportunities in social services.

   B. Welfare versus career incentive.

4. Divide the class into small groups. Have each group assume a minority role. Then allow them to respond positively and/or negatively to one of the following: Puritan Ethic; Horatio Alger; The American Dream. Preface this exercise by a class analysis of the meaning of each of the above themes.

5. Make a field trip to one of the local community centers servicing a minority group or, if possible, arrange for one of its counselors to visit the class. Have the counselor explain the services offered to the minority group they represent, as well as the purpose of his role as counselor.

6. Make a bulletin board display using information available from the Department of Health, Education and Welfare on insurance actuarial tables, or any other reliable source, comparing the mortality rates among the various minorities and the white majority.

7. As a way of demonstrating attitudes, develop a survival game which provides for the survival of any five of nine members of a group. Include rationale behind the elimination of the other 4 members, as well as a justification for each of the 5 surviving members.

8. Visit a Neighborhood Youth Corp office, a VISTA Center, or a settlement house, having the director explain the agency's services.

9. Have class play the simulation game entitled, "Unemployment Is A Social Problem" - A Multimedia Kit on Unemployment Is A Social Problem, prepared by U.S. Department of Labor, Manpower Administration and Unemployment Insurance Service.

10. Discuss in class which method (equal treatment, equal opportunity, equal reward) would be the best solution for minority groups in the white majority dominated field of job opportunities. Preface by the analogy of a foot race among individuals in which minority groups are now going to be able to participate against whites who have been practicing and competing in foot racing for some time, which would be the fairest method of participation among the entire group - equal treatment, equal opportunity, or equal reward?

    A. Equal treatment - Begin race treating each participant exactly the same.

    B. Equal Opportunity - Give minorities proper equipment, training and special coaching for a period of time and then race all participants together.

    C. Equal Reward - Race all participants and then give everyone equal prizes for participating in the foot race, regardless of his outcome in the foot race.

11. Write to the National Alliance of Businessmen, Washington, D.C. for information about their role of assistance to minority groups.

12. Have representatives of the local Unemployment Office, OEO, etc. visit class and discuss their jobs, pointing out why they entered that occupational field, what their job responsiblities are, and an analysis of the value of their particular job.

13. Have students in rural/suburban upstate New York community discuss the reasons why they so often have difficulty in identifying with problems of minority groups of large cities. The teacher might also reverse the situation to show why large city residents have difficulty identifying with problems of rural poor, such as Chicanos and migrant workers.

Measuring Devices:

1. Pretest - Page 71
2. Using text books, supplemental source materials available, information obtained from class discussions and personal experience, have each student write an essay of approximately 200 - 300 words about the life-style of a typical under-privileged minority group member. Emphasize the economic, educational, vocational and social disadvantages the student would most likely face in such a situation. Also show how these disadvantages are inter-related in a cause/affect relationship. Teacher will evaluate and grade the essays on the basis of content, English grammar, and orgainzation of material.
3. Test - Page 72 and page 73

Instructional Materials:

1. Bulletin Board
2. Field Trip (bus)
3. Information tables
4. VTR/Tape Recorder
5. Resource Persons

PRETEST

Few	Most	Don't Know	
____	____	____	1. Poor people are also lazy.
____	____	____	2. Poor people like to be that way.
____	____	____	3. Poor people like to stay on welfare.
____	____	____	4. Poor people are "invisible" in our country.
____	____	____	5. Poor people get discouraged too easily.
____	____	____	6. Poor people do not take average care of their possessions.
____	____	____	7. Poor people waste too much of their money on candy, beer, coke, cigarettes, etc.
____	____	____	8. Poor people don't care about themselves, such as cleanliness and neatness.
____	____	____	9. In reference to people and neighborhoods, Americans identify "nice" with "rich".
____	____	____	10. People on welfare could work if a job were available.
____	____	____	11. People feel good in giving a beggar a dime, if he asks for it.
____	____	____	12. Beggars don't mind asking for a dime on the street.
____	____	____	13. Poor people deserve to be poor.
____	____	____	14. Poor people have the wrong values on material possessions.
____	____	____	15. Families do not want older people living with them.
____	____	____	16. Children honor their parents to whom they owe so much.
____	____	____	17. When a plant closes down in a rural area, the jobless move.
____	____	____	18. When a plant closes down in a rural area, the management moves.
____	____	____	19. Black men are poor because of prejudice.
____	____	____	20. Americans believe there is as much poverty as they are told exists.
____	____	____	21. Americans are sincerely concerned about poverty.

TEST

1. Define or explain 5 of the following terms:
   a. Equal opportunity
   b. Minority group
   c. Puritan Ethic
   d. Dept. of HEW
   e. Assimilation
   f. American Dream
   g. Ethnic

2. True (+) False (o)
   a. Minority groups reside only in large cities.
   b. Government agencies at local, state and federal levels have resolved all the economic problems of minority groups in recent years.
   c. Horatio Alger did much, through his writings, to improve the attitudes of the white majority toward minority groups in America.
   d. There is a strong cause and affect relationship between poverty and minority groups in the United States.
   e. Poor people in our society often are educationally disadvantaged also.

3. Rank each of the following (1) improved greatly, (2) improved somewhat, (3) improved very little and justify in a sentence or two the reason for your choice.
   a. Political rights of black Americans ( )
   b. Economic improvement of Chicanos ( )
   c. Career opportunities of high school drop-outs ( )
   d. Cultural acceptance of American Indians by white majority ( )
   e. Social acceptance of non-whites by the white majority ( )

4. For each of the following agencies, explain briefly what value you believe it has in improving the career opportunities of minority groups.

   a. High School Guidance Office

   b. Unemployment Office

   c. United States Manpower Commission

   d. Public Health Service

   e. Office of Economic Opportunity

Follow-Up Activities:

1. As an individual project, suggest that a few students visit the Unemployment Office to make observations about kinds of forms applicants are required to fill out, reasons for filing for unemployment, etc.
2. Interview the directors or some other employee at the Unemployment Office about the ratio of minority group members without jobs as opposed to the majority group without jobs. Further, try to determine why it is that they are not working. What skills do they have? What skills do they lack? What skills are needed for the jobs that are commonly available?
3. Interview a social worker to learn about the types of people on welfare and their situation.
4. Divide the class into small groups, each representing a specific minority. Each group will identify areas, including ensuing explanations, in which there is a lack of equal treatment, equal opportunity or equal reward. After this is accomplished, bring the class together and identify areas and explanations common to all minorities. List these on the board under one category. Isolate all unique areas under a separate list. Conclude by discussing possible solutions to establish equal treatment, equal opportunities and equal reward among the groups.

Films, Filmstrips and Tapes:

Cayuga BOCES:

F	Apartheid: 20th Century Slavery	IMP6122	p.9
F	Black America, Of: The Black Soldier	3MP7242	p.16
F	Boundary Lines	IMP7015	p.17
F	A Chance to Learn	3MP7249	p.21
F	Children Without	3MP7244	p.23
F	Equality Under Law	3MP6946	p.37
F	History of the American Negro 1877-Today	2MP7008	p.54
V	Slavery	IVT6695	p.289
	Afro-American (Multi-Media Kit)	IMK5036	p.3

Cortland Madison BOCES:

F	Animal Farm	833-1003	p.4
F	Black History: Lost, Stolen or Strayed		
	Part I	843-26	p.9
	Part II	843-27	p.9
F	Geronimo Jones	832-106	p.23
F	Just Like You	831-232	p.32
F	That's Me	842-45	p.56

Tompkins-Seneca-Tioga BOCES:

F	Bill of Rights in Action: Equal Opportunity	MS1038	p.B12
F	Brotherhood of Man	MS1029	p.B17
F	Civil War, The: Postwar Period	MS101	p.B23
F	End of the Trail: American Plains Indian Part I	MS1035	p.B35
F	End of the Trail: American Plains Indian Part II	MS1036	p.B35
F	King, Martin Luther: A Man of Peace	MS283	p.B62
F	King, Martin Luther: From Montgomery to Memphis	MS1088	p.B62
F	Negro American, The	MS1100	p.B79
F	Women Get the Vote, The	MS580	p.B124

FS Black Americans in Government (5 filmstrips, 5 records, guide)

- Three Wars of Edward Brooke
- Robert Weaver Sees A New City
- Fighting Shirley Chisholm
- Ambassador for Progress: Patricia Harris
- Equal Under the Law: Thurgood Marshall

FS Black Political Power (6 filmstrips, 6 records, guide)

- Julian Bond: The Only Game in Town
- Yvonne Brathwaite: Black and White Together
- Shirley Chisholm: Elect One of Your Own
- John Conyers, Jr.: Who Calls the Tune?
- Carl Stokes: An Appetite For Politics
- Using the System: A Summary

FS Leading American Negroes (6 filmstrips, 3 records, guide)

- Benjamin Banneker
- Mary McLeod Bethune
- George Washington Carver
- Frederick Douglass
- Robert Smalls
- Harriet Tubman

FS Men of Thought, Men of Action (9 strips, 9 records, 9 study prints, guide)

- Black and White Experience in America, 1730 to Now

Microfilm: Numerous magazines as well as New York Times

Bibliography:

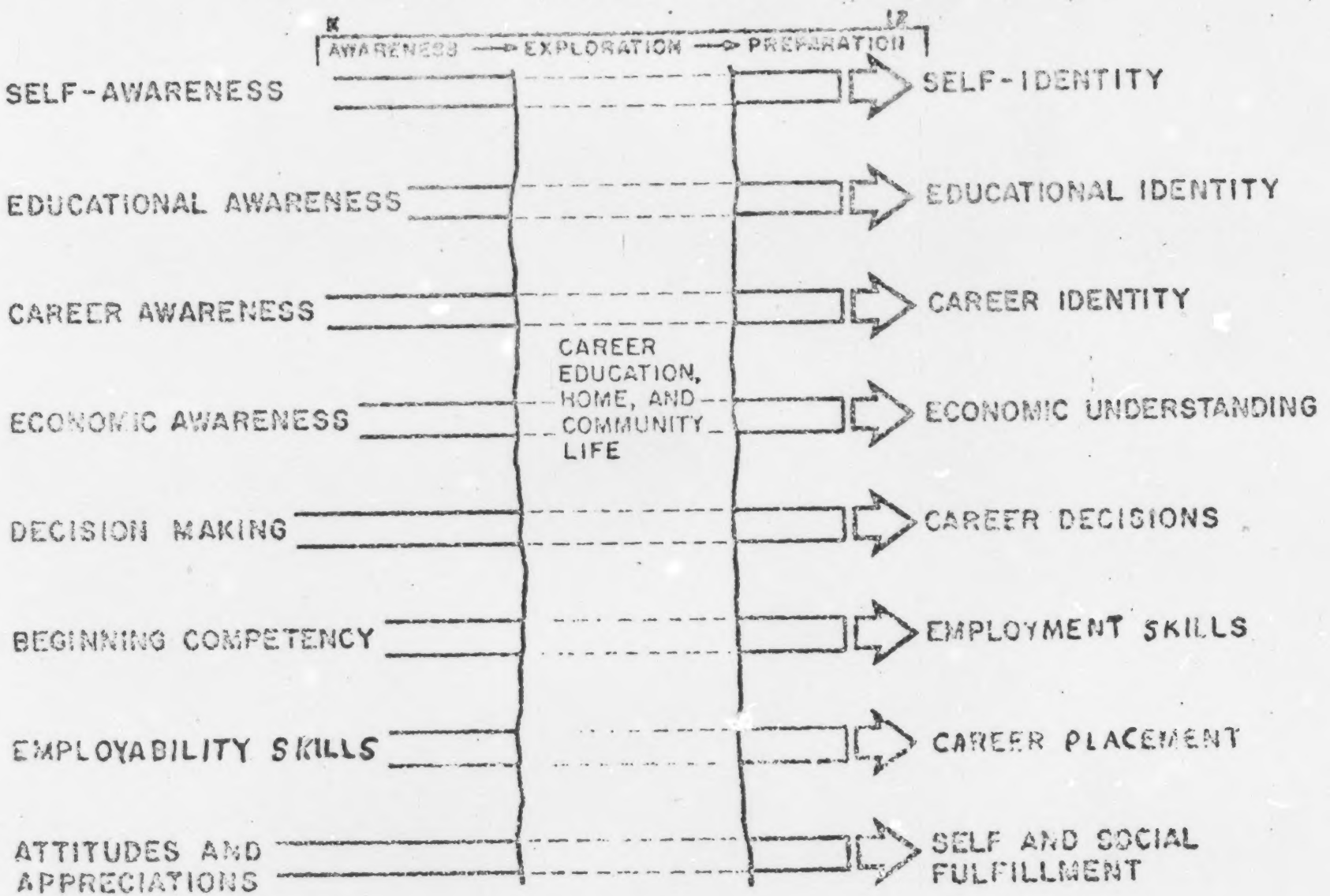
Refer to the local library. Most librarians have extensive reading lists.

Code: F-Film
V-Video Tape
C-Cassettes
T-Transparancies
FS-Filmstrips

Addenda:

The suggested modules were developed using the career concepts outlined in the Career Education Model. The attached list of clusters and elements are included as a means of presenting an awareness of the model. Hopefully this information might be useful to the teacher if he chooses to prepare career modules within his subject area.

Elements of Career Education



EIGHT ELEMENTS OF CAREER EDUCATION

SELF AWARENESS

1. The student will recognize the relationship of his interests, aptitudes, and achievements to the realization of his career goals.

2. The student will learn about himself in relation to his culture through understanding and experiencing roles.

3. The student will understand, accept, and respect his own uniqueness as a result of learning, growth, and maturation.

4. The student will understand and recognize forces such as social, economic, educational, and cultural that influence his development.

5. The student will recognize that self-knowledge is related to a set or system of values unique to him.

6. The student will learn to establish, although tentative, personally relevant goals.

EDUCATIONAL AWARENESS

7. The student will recognize that learning is a continuous process occurring in and outside of school.

8. The student will recognize that educational experiences are a part of his career development.

9. The student will recognize that different career directions require varying types of educational preparation.

10. The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.

CAREER AWARENESS

11. The student will understand the variety of occupations found in the World of Work.

12. The student will understnad the way in which occupations relate to needs and functions of society.

13. The student will determine the worker qualifications related to performing the basic tasks of various occupations.

14. The student will recognize that his career includes progression through developmental stages of educational and occupational experiences.

15. The student will understand the relationship between career and life-style.

ECONOMIC AWARENESS

16. The student will understand the relationship between personal

economics, life-style and occupational roles.

17. The student will understand the range of social and economic benefits associated with various occupations.

18. The student will understand how wealth is accumulated through savings and investments and how it may influence his career and life-style.

19. The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state and nation.

DECISION MAKING

20. The student will identify and state personal goals as part of making career decisions.

21. The student will become proficient in identifying, and using resource information in making career decisions.

22. The student will understnad that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.

BEGINNING COMPETENCY

23. The student will develop the skills required to identify the the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

24. The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial and industrial activities.

25. The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.

26. The student will develop educational and occupational competence before moving to the next stage of preparation or entering an occupation in the career area of his choice.

27. The student will develop the skill necessary for employment in the career of his choice.

EMPLOYABILITY SKILLS

28. The student will recognize the implications of working, with and without supervision, independently and with others.

29. The student will relate information about himself in selecting, learning or performing duties.

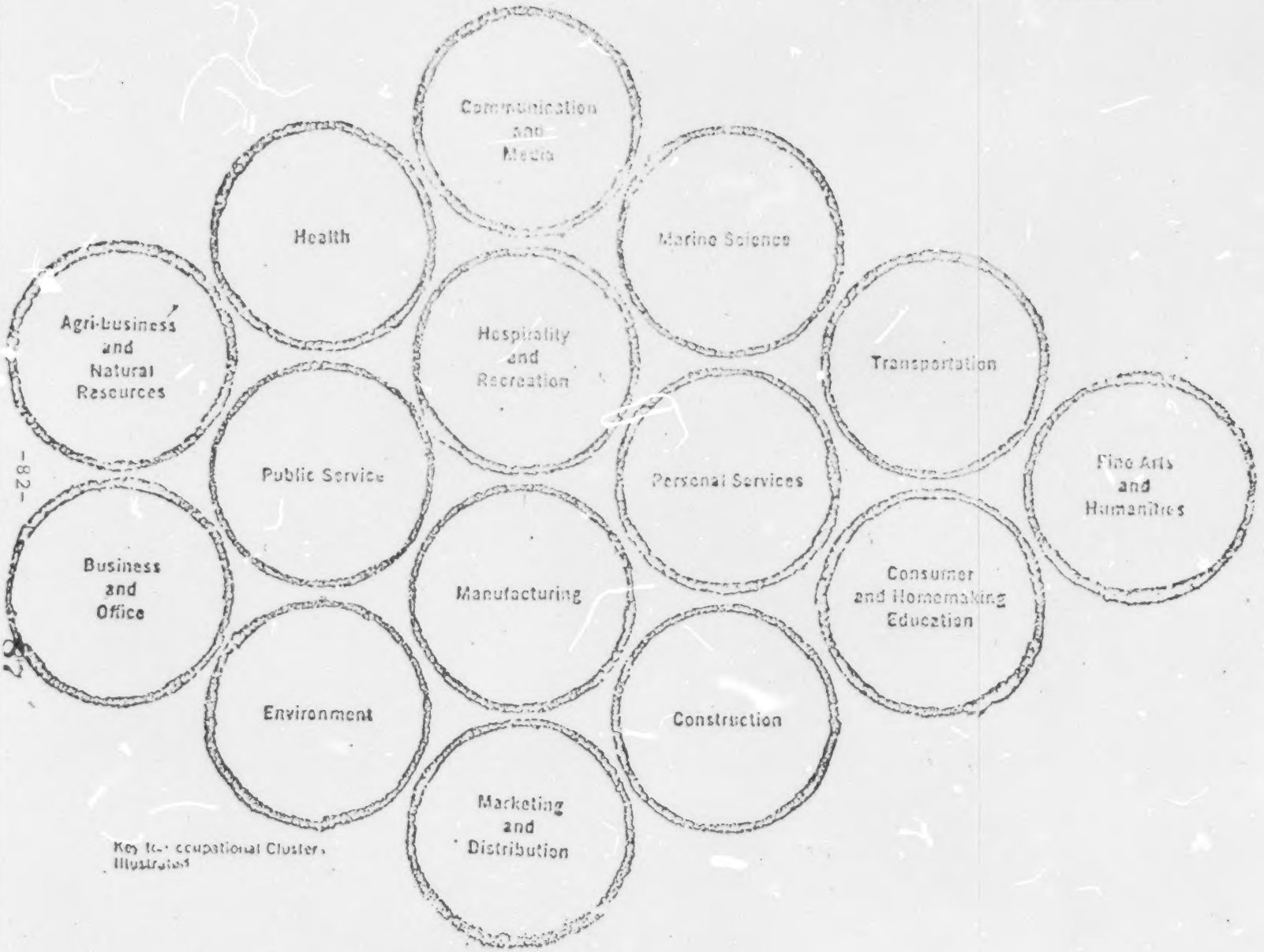
30. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

ATTITUDES AND APPRECIATIONS

31. The student will recognize the responsibilities to himself and others when accepting a task or job.

32. The student will recognize individual differences and become tolerant in his interpersonal relationships.

OCCUPATIONAL CLUSTERS



Key to occupational Clusters Illustration

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

CAREER EDUCATION

PHYSICAL SCIENCE - GRADES 9-12

RADIO COMMUNICATION

CE003958

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available tc him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

TO THE TEACHER

The radio is an invention which dates back only about 50 years. Since then, it has become an indispensable part of our way of life. Without radio, communications, transport of people, goods and ideas would be severely hampered. Therefore, many occupations exist simply because of this need for radio communications. This module is designed to make the students aware of the various modes of radio communications and the career opportunities involved with them.

Please read the following material bearing in mind that modification or omissions of activities may be made to fit the module to your particular situation.

James J. Kassal
Union Springs Central School

Cover by Robert Gerlach - South Seneca Central School

CAREER EDUCATION

Radio Communications

Subject Area:

Physical Science

Grade Level:

9 - 12

Topic:

Radio Communications

Subject Goal:

To develop student understanding of the various modes and frequency bands of radio communications and the characteristics peculiar to each. ("Modes" refers to types of transmission: AM, CW, SSB, etc. "Characteristics" refers to noise, clarity, ionospheric bounce, etc.)

Behavioral Objectives:

Students will be able to:

1. demonstrate recognition of AM, FM, CW, SSB, and RTTY modes from a teacher presented system of modes prerecorded on tape.
2. list the four frequency ranges by name and write two characteristics of each.
3. explain the terms "carrier wave" and "modulation".

Career Goal:

Students will gain an awareness of the types of technical and professional careers that are involved in radio communications.

TO THE TEACHER

The radio is an invention which dates back only about 50 years. Since then, it has become an indispensable part of our way of life. Without radio, communications, transport of people, goods and ideas would be severely hampered. Therefore, many occupations exist simply because of this need for radio communications. This module is designed to make the students aware of the various modes of radio communications and the career opportunities involved with them.

Please read the following material bearing in mind that modification or omissions of activities may be made to fit the module to your particular situation.

James J. Kassal
Union Springs Central School

Cover by Robert Gerlach - South Seneca Central School

CAREER EDUCATION

Radio Communications

Subject Area:

Physical Science

Grade Level:

9 - 12

Topic:

Radio Communications

Subject Goal:

To develop student understanding of the various modes and frequency bands of radio communications and the characteristics peculiar to each. ("Modes" refers to types of transmission: AM, CW, SSB, etc. "Characteristics" refers to noise, clarity, ionospheric bounce, etc.)

Behavioral Objectives:

Students will be able to:

1. demonstrate recognition of AM, FM, CW, SSB, and RTTY modes from a teacher presented system of modes prerecorded on tape.
2. list the four frequency ranges by name and write two characteristics of each.
3. explain the terms "carrier wave" and "modulation".

Career Goal:

Students will gain an awareness of the types of technical and professional careers that are involved in radio communications.

Career Elements:

1. Career Awareness

   The student will determine the worker qualifications related to performing the basic tasks of various occupations related to radio communications.

2. Educational Awareness

   The student will recognize that different career directions require varying types of educational preparation.

Activities:

1. Using a radio receiver with multi-band multi-mode capabilities, the teacher will tune in the following:

   a. A standard AM broadcast (550-1600 kHz)

   b. CW signals (morse code: 3.5 - 3.7 MHz with receiver in the CW position)

   c. SSB signals (sounds like Donald Duck when not tuned in properly: 3.8 - 4.0 MHz, 7.2 - 7.3 MHz, 14.2 - 14.3 MHz are all possibilities)

   d. A foreign AM broadcast (may be found anywhere from 8 - 14 MHz)

   e. A radio teletype (RTTY) signal (With the receiver in the CW position, this sounds similar to CW only it will have two different pitches to the sound. May be found anywhere from 2 - 30 MHz)

   f. An FM broadcast to illustrate the good clarity and lack of static.

   g. Any signal in the region from 21 - 30 MHz to see which signals are present and to demonstrate the drop off of

static from the lower frequencies.

2. The teacher will present a class lecture in which the following terms are defined: wavelength, frequency, modulation, CW, AM, FM, SSB and RTTY.

3. Divide the class into four groups and assign each group to one of the following frequency bands:

   a. low frequency

   b. high frequency

   c. very high frequency

   d. ultra high frequency

Each group is to determine, for their particular frequency band:

   a. What kind of use is made of these frequencies. (truck dispatch, standard broadcast, foreign broadcast, police, fire, etc.)

   b. What kind of ionospheric bounce is characteristic to it. (day only, night only, sporatic, never)

   c. The amount of static noise to be expected.

These determinations can be made in the library or by experimenting with the receiver in small groups or independently. (Note that the library staff should be warned in advance to accumulate the materials which will be necessary.) The groups will then present their findings to the class.

4. Invite a salesman from Allied Radio Shack, or Lafayette Radio, or any of the large radio manufacturing companies which might be in the area such as Collins, Swan, Heath, Drake, Hallicrafters, etc., to discuss the pros and cons of various communications systems available.

3. Invite a radio announcer or engineer from a local radio station to speak about the education which was necessary for his job and the various other careers associated with the broadcast industry.

Measuring Devices:

1. The teacher will prepare a tape of the five different modes of communication which were discussed and play it for the students. Have them identify each type.
2. The student will write a short essay in which the four frequency bands are mentioned by name and two characteristics of each is stated.
3. The students will write a short paragraph in which the terms carrier wave and modulation are explained.

Instructional Materials:

1. A good multi-band, multi-mode radio receiver.
2. Video tape: "General Electric" available from Cayuga BOCES: #1VT 6623 (This tape is a tour of the General Electric facility in Syracuse, 28:55 min.)

3. 16 Orient-Skills Ame 1972	American Occupations (audiotape) ESP (99 Cassettes in four boxes) The appropriate ones are: #147: Broadcast Technician; #161 Dispatcher; #162 Air Traffic Control Specialist (Tower); #163 Announcer
4. 16 Orient-Skills CAR 1-2 n.d.	Careers unlimited, Units 1 - 2 (audiotape) Classroom World Productions, n.d. 12 cassettes. Appropriate cassette: Broadcasting.

5.	16 Orient-Skills CAR 1970	Career Development laboratory (audiotape) Educational Progress Corporation, 1970. 30 cassettes; poster; Teacher's Manual Appropriate one: #12 announcer

Note: #2 and #5 are available from the Cayuga BOCES.

Follow-Up Activities:

1. Take the class to a local radio station (either studio or transmitter or both)
2. Take the class to an assembly or parts manufacturing plant to see how many different types of jobs are associated with the electronics of communications.
3. Invite a recruiter from the Army, Navy or Air Force to speak on career opportunities in communications.
4. Invite a counselor into the class room to speak on careers related to communications and the D.O.T. in general.

Bibliography:

1. Communications in the World of the Future by Hal Hellman (M. Evans & Co., Inc., N.Y., N.Y.) (Available from the Career Education Library in the Cayuga BOCES)
2. Amateur Radio Handbook (annual) (Publisher: American Radio Relay League, Hartford, Conn.

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

CAREER EDUCATION

AMERICAN HISTORY - GRADES 11 + 12

U.S. AND WORLD AFFAIRS

CE003957

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

TABLE OF CONTENTS

Forword	1
Professional Project Staff	2
Note To Teacher	3
Behavioral Objective	4
Career Goals	4
Career Elements	5, 6
Teacher/Student Activities	6, 7, 8
Measuring Devices	8, 9
Follow-Up Activities	11
Bibliography	12, 13, 14
Evaluation	15, 16

FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

PROFESSIONAL PROJECT STAFF

Social Studies 9-12

Peter Contento	Homer Central School
William Gates	South Seneca Central School
David Guido	Homer Central School
William Lindberg	Homer Central School
Marcia Williams	Ithaca High School

Cover by Robert Gerlach - South Seneca Central School

To The Teacher:

This module is designed to be introduced as part of Unit V in American History under the topic "Power and Commitment". It can be used as part of 20th century foreign policy, particularly recent 20th century.

Subject Area:

U. S. and World Affairs

Topic:

Power and Commitment

Suggested Grade Level:

]],]2

Subject Goals:

To develop in the student an awareness of the relationship between military strength and national power.

Behaviorial Objectives:

The student will be able to:

]. Compare and contrast in a panel discussion three (3) advantages and three (3) disadvantages of military life.

2. Develop a]00 word essay comparing a civilian occupation with its military counterpart.

3. Given a teacher prepared list, the student will be able to orally discuss five (5) reasons why the U. S. needs a strong military to insure its national integrity.

Career Goals:

Make students aware of opportunities offered by a career in the

military services.

a. Make student aware of military career training as preparation for a career in civilian life.

b. Fringe benefits:
   1. Travel-adventure
   2. Vacations
   3. Health services

c. Equal opportunity in promotional policies

d. Income and related life style.

Career Clusters:

1. Public Service
2. Transportation
3. Construction
4. Health
5. Communication and Media

Career Elements:

Self Awareness

1. The student will recognize the relationship of his interests, aptitudes and achievements to his career goals.

2. The student will learn to establish tentative personal goals.

Career Awareness:

1. The student will understand the variety of occupations in the world of work.
2. The student will determine the occupational qualifications related to performing the basic tasks of his chosen career.

Educational Awareness:

1. Student will recognize that learning is a continuous process continuing during school and after graduation.
2. The student will understand the relationship between career and life-style.

Decision Making:

1. The student will become proficient in identifying and using resource information in making career decisions.

Employability skills:

1. The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.

Teacher-Student Activities:

1. Representatives of the military services can be invited to explain career opportunities and responsibilities of military life.

2. A class visit to local Armory or National Guard post to familiarize students with occupational specialities and military hardware.
3. Construct a world map with appropriate markings to designate U. S. military bases around the world, to show students travel possibilities and various work locations.
4. Have each student select a particular career field in the military and develop a research paper showing the relationship to a similar civilian career field.
5. Divide the class into groups representing the four (4) military services, i.e. Army, Navy, Air Force, Coast Guard. Each group will present to the class the advantages of its branch, as it relates to life styles and preparation for civilian occupations.
6. Make a bulletin board display using information available from the Department of Defense focusing on military occupations.
7. View the film which compares military life in the past with military life today, then develop a simplified list of changes as they relate to career opportunities, i.e. the movie "D.I." a Mark VII production, "Young Savages".
8. Individual projects to take advantage of various student interests and to increase knowledge of a military life.
   a. Chart showing military rank and accompanying pay scales.

b. Development of military uniforms and insignia over the years.

c. Models of modern military equipment

d. Cartoons on military life

e. Collages of military life

(purpose: to familiarize students with various aspects of military life.)

9. Have former student, now in service, talk to class on military life and his occupation in the service.

10. If possible, visit a historical battlefield or fort for greater appreciation and development of student interest in military history and careers.

11. Construct a circle graph showing the proportion of the U. S. national budget that is spent on the military.

12. Have a speaker from the Women's Army Corps explain equal opportunities for women in the Armed Services.

13. Develop research papers on various topics concerning themselves with military topics, i.e.; the draft, volunteer army, mutual defense pacts, Cold War, SALT Talks and nuclear weapons.

14. Have wife of military career man speak to the class concerning her view of military life.

Measuring Devices:

1. Student-Teacher evaluation of presentation of resource people.

2. Teacher evaluation of students' written work.

3. Student evaluation of field trips. (series of questions

related to trip, depending on things seen on trip.

ex: "Was the guide's explanation clear to you?"

1	2	3	4	5
Always				Never

In a group discussion afterward, have students justify their rating.

4. Teacher evaluation of classroom discussion.

Instructional Materials:

1. local resource people
2. Atlas
3. World maps
4. World Almanac
5. 16 mm. projector
6. Encyclopedia
7. Textbooks for background material *
8. Chart board and poster paper
9. Out of date magazines
10. Colored pencils, crayons, marking pens
11. Transportation for trips (bus)
12. Dictionary of American History
13. Dictionary of American Biography
14. Record player
15. Tape recorder

]6. Booklets and pamphlets from U. S. Department of Defense. (Pentagon)

]7. Motion picture film, "The D.I."

* Textbook dependent on individual situations

Report: Basic Facts About Military Service

]. Director

2. Department of Defense

3. High School News Service

4. Building]-B

5. Great Lakes, Illinois 60088

Posts of the Corps.

a. Marine Corps Recruiting

58 Main Street

Cortland, N.Y.]3045

Stripes for Skill Program

(explanation of preadvancement for BOCES-learned skills)

How to Respect and Display our Flag

a. Marine Corps Recruiting Office

58 Main Street

Cortland, N.Y.]3045

Poster: The History of our Flag

Poster: Marine Corp. Recruitment

Follow-Up Activities

1. Organize a class discussion to compare similarities and differences of military occupational life and civilian occupational life.

2. Hold class discussion on reasons for a change in the U. S. attitude toward the maintenance of a large standing army.

3. List military powers in pre-World War II era and compare to list of post-World War II military powers. Discuss reasons for changes in list, as well as reasons why some nations are found in both lists.

4. Post-module essay paper on relationship between international politicial prestige and a nation's military strength.

Resources: Fimls, Filmstrips, tapes*

* Code:

F-Films

G-Games T-Transparencies

V-Video Tapes FS-Filmstrips

R-Records FL-Film loops

C-Cassettes

Cayuga BOCES:

F - Dwight D. Eisenhower: Soldiers & Statesmen pp.]88
(2 parts) 2SF672]

T - Predominant Economies of World I-25 pp.208

T - Career Development Laboratory
Educational Progress Corp.
Palo Alto, Tulsa, Toronto
(tape recorded conversations of people in many different occupations, including military)

Cortland-Madison BOCES:

F - My Country, Right or Wrong	832216	p.72
F - Sinking of Lusitania	84269	p.75
F - Homefront 1917-1919 War transforms American Life	84271	p.70
F - Twisted Cross (2 reels)	84344 84345	p.58
F - Total War	843-29	p.57

F - Federal Taxation 841-5 p.20

R - Guadalcanal Diary 933163 p.100

R - D-Day (Invasion of Europe) 933147 p.101

F - Marxism, The Theory That Split The World 83365 p.36

F - The Hat: Is this War Necessary? 83268 p.25

Cayuga BOCES:

FS - Disarmament: The Quest For Peace

N.Y. Times, March 1971 (1 FS, 1 record, 1 guide)

p. E 3

F - Vol. 7, Issue 6: Bravest of the Brave (Story of Congressional Medal of Honor) 2MP6506 p.185

F - Vol. 9, Issue 2: Focus on NATO 2MP6702 p.186

F - Vol. 9, Issue 5: America At War (Pearl Harbor 1941 - End of 1945) 2MP6705 p.186

FS - Dwight D. Eisenhower: Soldier & Statesman, I 2SF6721 p.188

FS - Dwight D. Eisenhower: Soldier & Statesman, II 2SF6721 p.189

Bibliography:

Director of Department of Defense, Report: Basic Facts About Military Service.

Editor - Publisher of Leatherneck - Posts of the Corps.

Engleman, Jack, West Point, The Life of a Cadet, Lathrop, Lee and Shepard Co,Inc., N.Y. 1967

Herman, Grover and Myers, Virginia, Careers for Women in Uniform, J. B. Lippincott Co., Philadelphia and N.Y. 1971

United States Army, Stripes for Skills Programs

FOR

TRI-BOCES CAREER EDUCATION MODULES

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please indicate which section you felt should be improved and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-Up Activities:

   Resource Materials:

2. If you used an evaluation device with the students, please forward it with this report.

3. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

conjunction with this module,

Community Resources_____ Field Trips_____

5. What did you like about the material presented in this module?

6. How did the students react to material presented in this module?

Additonal Comments:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

CAREER EDUCATION

MATHEMATICS - GRADES 9-12

MONEY-MONEY-MONEY-MONEY!
SENSE WITH YOUR CENTS

CE003958

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

TABLE OF CONTENTS

Forword	I
Professional Project Staff	1
Note To Teacher	2
Subject, Objectives	3
Goals, Clusters, Elements	4, 5
Teacher-Student Activities	6,7,8,9,10,11,12,13,14
Measuring Devices	15
Follow-Up Activities	15,16,17
Resources	18,19,20
Evaluation	21,22

TABLE OF CONTENTS

Forword	I
Professional Project Staff	1
Note To Teacher	2
Subject, Objectives	3
Goals, Clusters, Elements	4, 5
Teacher-Student Activities	6,7,8,9,10,11,12,13,14
Measuring Devices	15
Follow-Up Activities	15,16,17
Resources	18,19,20
Evaluation	21,22

FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

PROFESSIONAL PROJECT STAFF

Margaret Boynton	Board of Cooperative Educational Services, DeWitt Junior High, Ithaca, N. Y.
Carla Chrzan	Homer Central School, Homer, N. Y.
John Fabrizio	Groton Central High School, Groton, N. Y.
Annabelle Freeland	Cortland Junior High School Cortland, N. Y.
Linda Fumarola	Saint Mary's School Cortland, N. Y.
Robert Heath	Boynton Junior High School Ithaca, N. Y.

Cover by Robert Gerlach - South Seneca Central School

NOTE TO TEACHER

This unit is designed for junior-senior high school mathematics students.

The main thrust is in the area of business and consumer mathematics. Earning and distribution of money is the basic content of the unit. One of the goals is developing an understanding of money management as it relates to careers.

The unit can be adapted for the particular needs of your class and be introduced at any time during the school year. The activities included may be adapted to students at all grade levels. Variations in these activities are encouraged according to the teacher needs.

The resource materials included are from Tompkins-Seneca-Tioga County BOCES, Cayuga County BOCES, Cortland-Madison County BOCES, Oswego County BOCES and Steuben County BOCES Resource Centers.

We encourage supplementation of the resources suggested here from your home, school and community.

We would appreciate any ideas, suggestions, additional resource materials, activities and/or evaluation that you develop during the use of this unit. Please forward to:

G. Douglas Van Benschoten
McEvoy Educational Center
Cortland-Madison BOCES
Cortland, New York 13045

Implementation of this unit will be a valuable learning experience for your students in developing career awareness.

Subject Area or Theme:

Money, Money, Money

Topic:

Sense With Your Cents (Earning and distribution of money.)

Suggested Grade Level:

Junior-Senior High School (12-17 years old)

Subject Goal:

Using the medium of money, with which all students are involved, strengthen basic mathematical concepts and skills necessary to career success.

Behavioral Objectives:

The student will be able to:

1. Compute accurately gross earnings in five given occupations each involving a specified earning method.
2. Given a gross earning figure and a list of six payroll deductions, the student will calculate net earnings for one employee.
3. Given a monthly salary figure, the student will be able to develop a budget containing at least five different categories for expenditures.
4. Given a blank personal check, the student will be able to complete each part of the check.
5. Given a checkbook with stubs, the student will be able to maintain accurate check stubs and balance a checking account for ten checks.
6. Given the cash price and installment costs of one item, the student will be able to determine the amount saved

through cash purchases versus installment payments for 12 months on the item given.

7. Given a list of prices for three different brands of comparable quality of six grocery items in one or more stores, the student will be able to decide the lowest total cost of the six items.

Career Goals:

Develop an awareness of the complexity of earnings and income distribution in broad career areas.

Career Clusters:

Business and Office

Consumer and Homemaking Education

Marketing and Distribution

Career Elements:

Self-Awareness:

1. The student will recognize the relationship of work performed to method of payment.
2. The student will recognize the need to establish personal, relevant goals in money management.

Educational Awareness:

3. The student will recognize that educational experiences are a part of his career development.
4. The student will recognize that different career directions require varying types of educational preparation.
5. The student will recognize the significance of language, computational and reasoning development in the management of money.

Career Awareness:

6. The student will examine a variety of occupations involved in the world of work.
7. The student will understand the way in which earnings relate to family needs and functions.
8. The student will be aware of the relationship between career and life style.

Economic Awareness:

9. The student will be aware of the relationship between personal economics, life style and occupational roles.
10. The student will learn how wealth is accumulated through earnings and savings.
11. The student will be aware of the range of social and economic benefits associated with income.

Decision Making:

12. The student will understand the relationship of personal goals to earnings.
13. The student will examine ways of making decisions in expenditures of money.

Beginning Competency:

14. The student will research the skills necessary for employment in selected careers.
15. The student will develop skill in handling money as a business person and as a consumer.

Employability Skills:

16. The student will explore mathematical skills and attitudes necessary for handling money in all occupations.
17. The student will understand the decimal system in its application to money matters in order to secure employment in a chosen career.

Teacher-Student Activities:

Methods of Payment

1. General Description - Determine different methods of payment for work: examples - salary, commission, salary and commission, piecework, hourly rate plus incentive, profit on business.

2. Choice of Method - Using types of payment discussed above, group the following occupations to method(s) of payment:

Car Salesman	Teacher
Secretary	Clothing Salesman
Doctor	Plumber
Dentist	Professional Athlete
Truck Driver	Postal Clerk
Electrician	Carpenter
Avon Lady	Farmer
Accountant	Architect
Welder	Assemblyline Worker
Engineer	Beautician/Barber
Auto Mechanic	Lawyer
Stewardess	Telephone Operator
Bank Teller	Cashier
Mayor	Non-commissioned Officer in Armed Services
Lifeguard	
Babysitter	Cleaning Woman
Newspaper Boy	Professional Gambler

3. Choice of Method - Using the list of occupations in Activity #2, decide whether pay received in cash, check or some other method.

4. Choice of Method - Have students contact at least two employed people and interview them as to their occupation and method of payment. Then students may discuss and compare findings.

Payroll Records

5. Time Clock Procedures - Have the class take a trip to a worksite that uses a time clock and have the timekeeper explain the purpose and terminology of the time card and clock.

5. Time Card Procedures - Have students design a time card(s), and record all time the student spends on school work for a teacher-specified period. (This may include time in, as well as out of school)

   a. Hourly Rate - Have them total the hours involved and compute their pay at a stated hourly rate.

   b. Time and 1/2 - Compute all in-school hours at stated hourly rate, all after school and weekend hours at time and a half.

   c. Double Time - Compute all in-school hours at stated hourly rate, all after school plus Saturday hours at time and a half, all Sunday hours at double time.

Example of Time Card:

TIME CARD							
Name							
Clock Number							
	IN	OUT	IN	OUT	IN	OUT	TOTAL HOURS
Mon.							
Tues.							
Wed.							
Thurs.							
Fri.							
Sat.							
Sun.							
						Total Hours-	
Signature							
Week Ending:							

7. Base Pay Plus Incentive - Divide class into groups. Have each group create a collage (poster of clippings from printed material) representing as many occupations as possible. Teacher may state minimum number of different occupations for which they receive a specified base rate, (i.e. 25 different occupations at 20¢ each). Each additional occupation included will receive a premium rate, (i.e. 30¢ each). Each group will compute the worth of their collage and justify this worth to the remainder of the class.

8. Salary Plus Commission - Select five out of fifteen problems assigned by the teacher. State a base salary for completion of these problems. A commission should be awarded for every additional problem done correctly. Have each student compute and discuss their pay.

Example Problems:

- Bill works in a grocery store 3 hours per day, five days per week. He earns $1.75 per hour.
  1. How much does Bill earn each week?
  2. If he works 38 weeks per year, how much does he earn annually?
- Fred works 2 1/2 hours each day, 6 days each week doing clerical work. He is paid $1.85 per hour.
  3. How much money does Fred earn weekly?
  4. What is his yearly income if he works 44 weeks per year?
- During summer vacation Sylvia worked as a waitress 6 hours per day for 5 days each week. She was paid $1.65 per hour and averaged $7.50 per week in tips.
  5. What were Sylvia's earnings for 12 weeks?

- Stella engraves leather goods and sells them at a novelty stand. She bought leather and a few tools and paid the owner a fee for selling the goods. Last summer she spent $53.75 for tools; $93.75 for leather; and paid the owner of the stand $480.20. Her total sales were $4,648.90.

6. How much money did she make after she paid all expenses?

- A brick-layer is paid $7.60 an hour for a 40 hour week. He receives "time and a half" for overtime work.

7. What would his gross income be, if he worked 48 hours for a week? His Social Security deductions were $23.18, income tax deductions $50.46, and his union dues $5.50.

8. What was the net income for the 48 hour week?

- A trucking company pays drivers $48.40 per hour.

9. How much does the trucking company pay for time and a half?

10. How much money is paid for an hour of double time?

- Mr. Elliott works in a hardware store at a salary of $75.00 per week plus a commission of 3% on all his sales.

11. How much does he earn in a week when he sells $41,814.00 of merchandise?

- A factory worker is paid 9 1/4 cents (9.25¢) ($.0925) for each article he makes. The average weekly production is 1060 article per week.

12. How much money is earned in an average week?

- The average weekly earnings of employees in electrical equipment industries was $4,150.34. The number of hours worked per week was 40.8.

13. Find the average hourly rate of pay if electical equipment workers weekly pay was $150.34 and the average hours

worked per week was 40.8. (Pay ÷ hours = rate per hour)

14. In the retail food trade the average weekly earnings were $142.12 and the weekly hours were 39.9 What was the average hourly rate?

15. In machine shop products the average hourly earnings were $1.949 and the average weekly hours were 41.1 What were the average weekly earnings?

9. Deductions - Assign or have students choose a weekly salary, maritial status and number of dependents. Discuss possible payroll deducations for taxes.

   a. Tax Tables - Using official tax tables, have students determine tax deductions and then the net pay.

   b. Payroll Check - Using payroll check supplied, and information from part (a) above, have students discuss other possible deductions. Then have students complete a payroll check and stub.

Date_____ No._____	Date_____ No._____
	Gross Amount_____
	Net Amount_____
Pay to the Order of_____ $_____	Deduction:
	FICA_____
_____ Dollars	N.Y.S. Tax_____
	Union Dues_____
_____	Group Insurance_____
First National Bank 123-456-789	Payroll Savings_____
	Total Deductions_____

Distribution of Earnings

10. Family Budgeting - Divide class into small groups, each representing a "family unit", to discuss the distribution of family income.
    a. Have the family units compare their results.
    b. Have each family budget a monthly salary (net or gross) of $480.00. Create a collage showing areas of expenditures.
    c. Discuss and compare family unit collages.
11. Banking of Earnings (Savings) - Divide class into small groups, each representing a "family unit". Discuss purpose and necessity of having a savings account.
    a. Have family units compare their results.
    b. Each family should complete a deposit slip (sample included) with a given amount of savings.
    c. Each family unit should visit a bank and interview an employee, regarding methods of saving and different interest rates involved under these various methods. Record findings.
    d. Discuss and compare results of the bank interviews.

CHECKING ACCOUNT DEPOSIT TICKET	Cash	
Name_____	Checks	
Address_____		
Date_____	Total	
First National Bank 0123-45-6789		

12. Banking of Earnings (Checking) - This activity should be done in conjunction with activity #10 on the $480.00 collage. Organize checkbooks of 30 checks and 5 deposit tickets for each family unit (see samples enclosed).

a. Using $480.00 budget discussed in creating collage, have family units write checks and deposits to cover monthly expenses. Balancing of accounts should be kept up to date. These checks should cover all expenses including those not normally paid by check, so that there will be enough checking activity to warrant a "balancing activity"

b. Have family units exchange checkbooks for purpose of verifying the accuracy of accounts.

c. Have class discussion for the purpose of comparing this activity to actual everyday checkbook use. (i.e. monthly statements from bank not included in this activity; possibility of automatic savings deductions, etc.)

d. Invite a guest speaker from a commercial bank to discuss with the class the different types of checking accounts available to the public.

Date____ No._____ Amt. of Check_____ For_____ Bal. Carried Forward_____ Deposits_____ Adjusted Balance_____ Amount of Check_____ Check Charge_____ New Balance_____	Date_____ 19__ No._____ Pay to the Order of_____ $_____ _____ Dollars First National Bank 0123-456-789

Consumer Buying

13. Installment vs. Cash Purchase - Using the following list, each student will select one item to research for the purpose of giving an oral report. Research may include personal interviews, films, written material and/or slides. The oral report should reflect students findings on installment vs. cash purchase of their particular item.

Refrigerator	Car
T.V.	Set of Encyclopedias
Piano	Air Conditioner
Boat	House
Clothing	Engagement Ring
Trip to Europe	One week vacation in Catskills
Dishwasher	Storm Windows
Landscaping	Wall to Wall Carpeting
Swimming Pool	Stereo
Motorcycle	Snowmobile
Pool Table	Addition to Your Home
Utility Expenses	Fur Coat
College Education	Riding Lawn Mower

14. Comparison Shopping -

a. Using the following list of grocery items, have students estimate the cost of any 20 items.

1 box spaghetti	1 bag apples
1 head lettuce	1 lb. tomatoes
1 bunch celery	1 bag oranges
1 large box tin foil	small pkg. razor blades
1 bar soap	1 lb. salt
5 lb. bag sugar	1 lb. butter
dozen eggs	1 lb. bacon
1 gallon milk	1/2 gallon milk
1 loaf bread	1 carton soda
1 lb. hamburger	1 can deodorant
1 pkg. toilet paper	1 pkg. paper toweling
gallon bleach	gallon ice cream
1 frozen dinner	1 box frozen french fries
family size box cereal	1 family size bag potato chips
1 box cake mix	small can frozen orange juice
1 pkg. cookies	1 box rice
medium size can tuna	1 can coffee
1 can soup	

b. Visit any grocery store and record the minimum and

maximum store costs for those items selected from the list in part (a).

c. Develop a poster showing the following information for those 20 items selected:

   1. Name of store
   2. Item
   3. Student estimated cost
   4. Minimum store cost
   5. Maximum store cost
   6. Total estimated cost
   7. Total minimum cost
   8. Total maximum cost

d. Through class discussion, compare posters and price differences between stores, include price flucuations as they are dependent upon supply and demand.

15. Discounting Shopping - Have student design an original magazine or newspaper ad, depicting the discount sale of an item(s) of their choice. (Item need not be listed in this module) Display all ads and choose most convincing ones for discussion on convenience buying. (i.e., An ad is selling 30 lbs. of charcoal briquets for $1.50. Is this a good buy? Factors involved might be: time of year, type of housing, etc.)

16. Caveat Emptor Shopping (i.e. Let the buyer beware!) - Through exposure to T.V., radio and written advertisements, have students compile a list of 10 different gimmicks for discounting. The student will select the gimmick which seems the most intriguing and write a rhyming poem to present that gimmick to the class.

Example: Gimmick; 10% off price of used V.W. Bus if you have 6 kids or more.

Poem: A V.W. bus can be a great buy,
For the proper size family, you see-
With 10% off for 6 kids or more,
Come take a test drive, that's free!

Measuring Devices:

Teacher-student evaluation of:

1. Oral reports
2. Class discussion
3. Creative writing
4. Banking forms
5. Payroll records
6. Time clock procedures
7. Matching questions
8. Posters and collages
9. Personal and family financial records

Follow-Up Activities:

Plastic Money

Have class make a purchase of a color T.V. set with a total cost of $490.00 using a Master Charge or Bank Americard. Now have students compute a monthly interest charge of 1 1/2% on the unpaid balance, while paying a minimum of $50.00 monthly payment. Continue this procedure until balance is zero.

Example: Purchase a portable radio for $90.00. The monthly payment will be $10.00. The amount that is unpaid will have an interest charged at the rate of 1 1/2% on the unpaid balance per month.

Solution:

$90.00 Total Amount of Purchase
- 10.00 1st Monthly Payment
80.00 Unpaid Balance after 1st month
X .015 1 1/2% Interest Charge
400
80
$ 1.20 Amount of Interest Charge
80.00 Unpaid Balance
81.20 Amt. to be paid @ beginning of 2nd month
- 10.00 2nd Monthly Payment
71.20 Unpaid Balance ater 2nd month
X .015
36500
7120
$1.06800 = $1.07

1.07 Monthly Interest
71.20
72.27
- 10.00 Monthly Payment
62.27 Unpaid Balance after 3rd month
X .015
31135
6227
.93405 = .93¢ Monthly Interest Charge

Etc.

Making Change

Assume the role of a cashier in the following situations.

Example: You are a grocery store clerk and have received a $20.00 bill in payment of merchandise purchased totaling $11.89. Compute the change the customer will receive

Change customer will receive:

$11.89 Amount of purchase

1 penny
1 dime
3 one dollar bills
1 five dollar bill

Problems for students using the above procedure:

1. Compute the change for purchase of a 45 rpm record at $1.63 with a customer payment of 2 dollars.
2. Compute the change for a 2nd hand car stereo costing $30.05 with a customer payment of $40.00

3. You are given a U.S. Grant bill to pay for a $32.03 motorcycle helmet, Compute the change the customer will receive.

Television Advertisements

1. Divide the class into groups of four. Have each group select a writer, director and two actors. Select a product and produce a one minute commercial to be video taped.
2. Have each group present their commercial which will be recorded on video tape.
3. Have commercials replayed on video tape replay and have a class discussion on each commercial.

RESOURCES

Books

Available at Cayuga County BOCES

1. J.K. Lasser's Managing Your Family Finances
   5 Skills

2. Young Teens and Money
   371.41

3. Manage Your Money and Live Better
   5 Skills

4. The Supermarket Trap
   640.73

5. Taxes and The Consumer
   The University of the State of New York State Education Dept.

6. Credit and The Consumer
   The University of the State of New York State Education Dept.

7. Popeye and Consumer and Homemaking Careers
   Comic Book

Available at Cortland-Madison County BOCES

1. Consumer Economics
   640.7 W

2. Managing For Effective Living
   640 G

3. Creative Teaching of Mathematics In The Elementary School
   372.7 W

Films and Filmstrips

Available at Cayuga County BOCES

1. Getting Your Money's Worth
   5 Skills (6 filmstrips, 3 cassettes, teacher guides)

2. Story of Our Money System
   1MP6228 Film 11 min. Color

3. Wise Use of Credit
   2MP7055 Film 11 min. Color

4. Money In the Bank - And Out
   2MP6820 Film 15 min. Color

Available at Oswego County BOCES

1. Consumer Education: Budgeting
   MP354 Film 12 min. Color

2. Consumer Education: Installment Buying
   MP355 Film 13 min. Color

3. Consumer Education: Retail Credit Buying
   MP356 Film 11 min. Color

4. Planning The Use Of Money
   MP1230 Film 9 min. Color

Available at Steuben County BOCES

1. Money In The Bank and Out
   B1347H

2. Money and Its Uses
   A867H

3. Pay To The Order Of
   A878H

4. Planning The Use Of Money
   S486

5. Your Credit Is Good
   B1022

6. Measurement In The Food Store
   A215

7. Lunch Money
   A582

Available at Tompkins-Seneca-Tioga BOCES

1. Arithemetic In The Food Store
   MS802 11 min. b/w

2. Banking In Action
   MS877 20 min. b/w

3. Wise Buying
   MS579 11 min. color

4. Money In the Bank - And Out
   MS1122 15 min. Color

5. Place Value: 1's, 10's, 100's
   MS397 11 min. b/w

6. Story of Out Money System
   MS497 11 min. b/w

7. Measurement In The Food Store
   MS899 11 min. b/w

8. Understanding Numbers: Base and Place
   MS828 30 min. b/w

Transparecies

Available at Tompkins-Seneca-Tioga BOCES

1. Vocational No. 25: Consumer Motivation and Behavior
   405

2. Math No. 8: Fundamental Operations
   072

[illegible] EVALUATION [illegible] FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

CAREER EDUCATION

SOCIAL STUDIES - GRADE 10
EUROPEON CULTURE STUDIES

RENAISSANCE - AGE OF TRANSITION

CE00039 s05

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

TABLE OF CONTENTS

Foreword	1
Professional Project Staff	2
Introduction	3
Career Goals	4
Behavioral Objectives	4, 5
Career Elements	5, 6
Teacher/Student Activities	7, 8, 9
Measuring Devices	10, 11
Follow-Up Activities	12
Bibliography	13
Evaluation	14, 15

FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

PROFESSIONAL PROJECT STAFF

Peter Contento	Homer Senior High School
William Gates	South Seneca Central School
David Guido	Homer Senior High School
William Lindberg	Homer Senior High School
Donald Mortin	Moravia High School
Marcia Williams	Ithaca High School

Cover by Robert Gerlach - South Seneca Central School

INTRODUCTION:

This module is to be used as a unit, per se, after having taught the Medieval Era. The purpose is to fuse a required unit of study with some career related occupations and help make the course more relevant to student long term needs.

Subject Area:

European Culture Studies

Topic:

Renaissance - Age of Transition

Grade Level:

10

Subject Goals:

Familiarize students with the forces of change brought about by the revival of commerce as related to art, science and literature.

Career Education Goals:

The student will be exposed to several occupations in the art, science, and literature fields.

Behavioral Objectives:

As a result of this module the students will be able to:

1. List 5 occupations for each of these areas; art, science, and literature and be able to list one related fact of pay, qualifications or other career related facts.
2. Express an interpretation of one occupation in depth by means of a poster or collage.
3. In an essay, explain how commerce affected change in art, science, literature and be able to show how an outside force today affects art, science and literature.
4. Condense the biographical information of one Renaissance person and make a short presentation to the class about the student's in-depth study.

5. In a small group explain orally how individuals sometimes face problems by proposing new ideas and how change is resisted.

6. Write an essay test of 200-300 words to explain what the spirit of the Renaissance was and how it developed.

Career Clusters:

Fine Arts, Humanities

Area: Publishing, printing, leather crafts, painting, sculpturing, photography, commercial, art, cartooning, (professional)journalism, wood crafts, scientific research, commercial research.

Career Elements:

Self Awareness

The student will recognize the relationship of his interests, aptitudes and achievements to the realization of his career goals.

The student will understand and recognize forces such as social, economic, educational and cultural that influence his development.

Educational Awareness

The student will recognize that educational experiences are a part of his career development.

The student will recognize that different career directions require varying types of educational preparation.

Career Awareness

The student will determine the worker qualifications related to performing the basic tasks of various occupations.

The student will recognize that his career includes progression through developmental stages of educational and occupational experiences.

The student will understand the relationship between career and life-style.

Economic Awareness

The student will understand the range of social and economic benefits associated with various occupations.

Decision Making

The student will become proficient in identifying, and using resource information in making career decisions.

Teacher/Student Activities:

1. Use BOCES students as resources to report to the class on art, literature or science related fields, (printing, commercial art, etc). Have a panel presentation by the BOCES students and require the class to have prepared questions on career opportunities, pay what their work is, do they like it, etc. The class will be informed of the objective in order to be able to list occupational and career related facts.

2. Students do research on career information available in the school library or guidance office on one occupation related to the above clusters and develop a poster or collage which will be briefly explained to the class by the student and displayed in the classroom.

3. Utilize a BOCES film such as Italian Renaissance (Cortland #832) to introduce and show the forces which caused the change toward developing art, literature and science in The Age of Transition. Discuss these forces following the film with the final objective to be an essay at the end of the unit. Relate modern examples of how outside forces affect

occupations in this cluster.e.g., art forms related to moon exploration; in science, miniaturization of circuits.

4. Have students research one person in the Renaissance and make a brief presentation to the class of a very condensed biography and one example of that person's work. (e.g. set a time limit of perhaps 1 minute for the biography and then have them show a picture of that person's work of art, or read a passage from their literature, including a brief commentary.
5. Career Workshop-utilize local resource personnel: the workshop will comprise of various local personalities from various occupations, relating to the specific occupation areas studied (art, literature and science). The resource personnel will demonstrate their skills and hold a question and answer session about their particular fields.
6. Group discussion on the spirit of the Renaissance: Have the class divide into small groups of about 5 members each. These groups will discuss the topic "Was there a special spirit during the Renaissance?*

*Prior to discussion, present to a large group the following films:

Spirit of the Renaissance - Cortland-Madison BOCES 833-93

The Renaissance - Cortland-Madison BOCES 831- 96

7. Utilize staff personnel; i.e. music and or art instructors, and stressing their area, backgrounds, make a presentation to the class on a topic appropriate to their field.
8. Show the film "Galileo, Challenge of Reason", BOCES, Cortland # 83341 or use another media which expresses the ideas below. Pass out a sheet with the following statements before the film. During or after the film the students as individuals should place a check mark to the left of those statements with which they agree. They should leave those blanks for the ones that they do not agree with empty. Next, form them into small groups after the film and individual choices have been made. On the right side, place a check mark on the lines which the whole group can agree on. Each group needs a leader. Compare results of the groups.

_____	Galileo's only problem was with religion	_____
_____	Galileo was justified in compromising his beliefs	_____
_____	The church had political power in the time period of this movie	_____
_____	People should always stand up for what they believe in	_____
_____	Galileo's theory was correct	_____

Measuring Devices:

1. For behavioral objective number 1, give a pass/fail for a complete listing of 15 occupations with a related career fact. (not a test)
2. Evaluate the poster/collage partly by preparation and partly by presentation in order to encourage more thought going into the preparation. Give a grade.
3. The essay in objective # 3 can be assigned as homework or a test for evaluation.
4. For behavioral objective # 5, (activity # 8) use the following:

	(check one for each) YES	NO
1. The discussion was related to the movie (or other media used)	_____	_____
2. I was able to understand most of what was discussed	_____	_____
3. The discussion was worthwhile.	_____	_____
4. I was able to participate in my group as much as I wanted	_____	_____

Other comments:_____

_____

5. At the end of the unit, have a classroom discussion to determine the following:

1) Did the students get the right amount of exposure to career education? Too little? Too much?

2) Was the kind of career education exposure satisfactory? Should other methods have been used?

3) Would any students like further particular help in pursuing the careers considered in this unit?

6. Give an essay test:

"Writers often refer to "The Spirit of the Renaissance". Write an essay of between 200-300 words which describes what the Spirit of the Renaissance was and how it developed. Include appropriate examples of people and their accomplishments."

Follow Up Activities

1. Show the film FUTURE SHOCK. Have students discuss ways in which the acceleration of change is likely to affect them within their lifetime.

2. Plan a field trip to a commercial art advertising agency, art department of a large corporation, or some other career related field to this module, seeking information on the types of job skills needed.

Bibliography:

TEXTS:

1. Chamberlain, E. R. Everyday Life In Renaissance Times, London: B.T. Batsford, 1965
2. Feder, Bernard, View Points In World History, N.Y. Am. Book Co. 1962
3. Fenton, Ed., The Shaping of Western Society, N.Y. Holt, Rhinehart, and Winston, 1968
4. Jones, Leonard, Western Man and the Modern World: Origins of Western Civilization, N.Y., Pergamon Press Inc. 1973
5. Kontos, Peter et. al. The Renaissance, N.Y. Cambridge Book Co. 1968.

Films:

1. Gallileo, The Challenge of Reason, 833-41, Cortland-Madison BOCES
2. Italian Renaissance, 832-87
3. The Renaissance 831-96
4. Spirit of the Renaissance 833-93

EVALUATION REACTION FORM

FOR

TRI-BOCES CAREER EDUCATION MODULES

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please indicate which section you felt should be improved and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-Up Activities:

   Resource Materials:

2. If you used an evaluation device with the students, please forward it with this report.

3. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

4. Please check which of the following resources were used in conjunction with this module.

Community Resources_____ Field Trips_____

5. What did you like about the material presented in this module?

6. How did the students react to material presented in this module?

Additonal Comments:

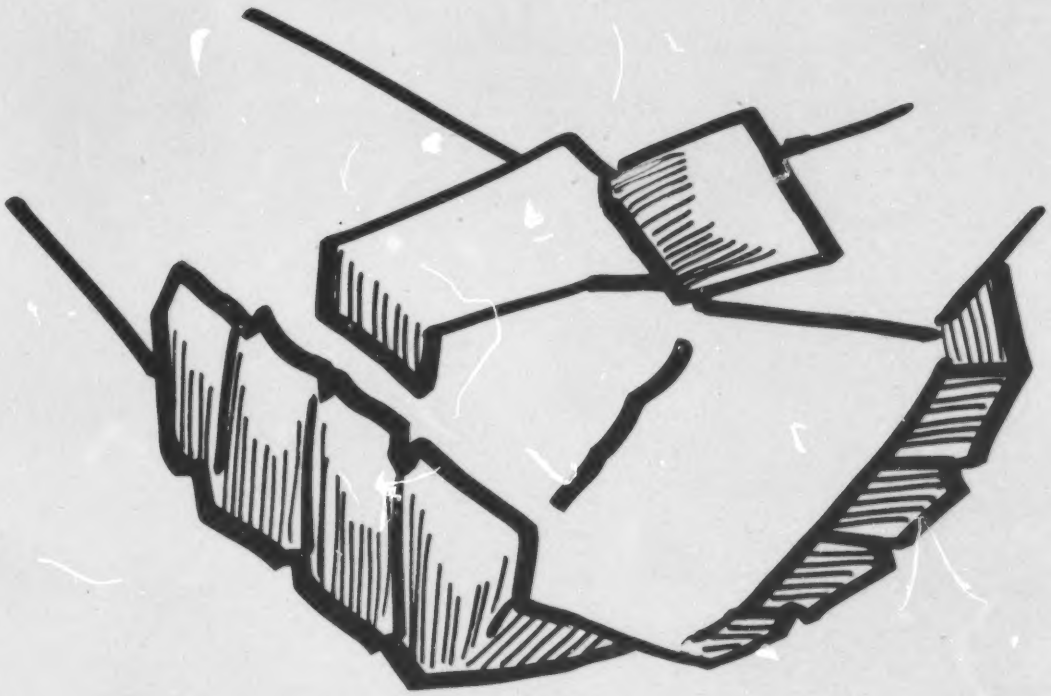
Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

CAREER EDUCATION

MINI UNIT

JOINING UNIONS....HOW and WHY

SENIOR HIGH



CE003958

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

This module was written by Mary Ann Becraft - Ithaca High School
Cover by Robert Gerlach - South Seneca Central School

INTRODUCTION

The following is a guideline for teachers (especially those teaching European cultures, the Industrial Revolution, American History (past or present), Economics or Industrial Arts who are interested in putting some relevant, practical, real world information into their curriculums. It could be covered in one day or as long as a week if some of the suggested activities are used. It is strongly suggested that the activities become the crux of the unit since the subject matter then becomes more realistic and the student can then better see how it will relate to him/her in the world of work. It is also suggested that before using the following material that the teacher should make sure that the student understands what a union (trade, industrial, public, private) is and basically how it operates.

This mini-unit can be used to discuss careers in that:

a) Looking at careers that are unionized.

b) Looking at careers that can be encouraged or discouraged by the union, its requirements and its influences.

c) Looking at a career in a union - i.e.: union organizer, researcher, lawyer or union-related - i.e.: arbitrator, mediator, etc.

d) The career clusters this unit can apply to are: manufacturing, construction, public service, personal services, transportation.

JOINING UNIONS

How and Why

AIM: To see how one goes about joining a union and to explore why people join.

GOAL: To make the students aware of the pros and cons of union membership.

a) There are some jobs where you must join a union.
b) The are both advantages and disadvantages to joining a union.
c) There are some restrictions on who can join a union.

CAREER CLUSTERS: Manufacturing, Marketing and Distribution, Construction, Transportation

CAREER ELEMENTS: Attitudes and Appreciations, Employability Skills, Decision Making, Economic Awareness, Career Awareness

BEHAVORIAL OBJECTIVES: At the end of this unit the student should be able to:

1. Explain the differences between closed, union, agency and open shops.

2. State two reasons why an individual would or would not join a union.

3. Name three reasons why a group of workers would/would not want to be unionized.

4. Make a list of at least three ways a person may be restricted in his or her attempts to join a union.

CONTENT: WHO CAN JOIN A UNION?

If eligible to hold the job in question, anyone can join the union, and be a member until retirement (some unions allow retired members to vote). An individual cannot be restricted from a union unless membership rests on a B.F.O.Q. (Bonified Occupation Qualification).

WHY JOIN A UNION?

1. Required by job -

   a) Union Shop - become member within certain time period (30, 60 or 90 days after starting work).

   b) Closed Shop - illegal - must be union member to get job.

   c) Agency Shop - employer has agreement with union, but an employee is not required to join (however, may have to pay fee).

   d) Open Shop - no union at all - approximately 80% of work force (civilian) this includes managerial, private shops, etc.

Note: Fastest growing unions in public sector - many professionals now forming and joining unions.

2. If most people are NOT unionized, why join if not a requirement?

   a) Services provided by union - union the bargaining agent (working specifics provided contract agreed by union)

   b) If not a member, can't participate in union positions, activities and functions.

   c) From bargaining position - greater percentage of membership of workers, greater say and weight.

   d) Sometimes benefits good - job locating, fringe programs (group purchase, insurance, travel, etc.)

   e) In case of work hassels union MUST represent you, but if not a member may not get as "full an effort" as if were.

WHY NOT JOIN?

1. Union must cover you anyway - why pay?

2. Fear of having to "go along with crowd".

3. Are the amount of dues worth the benefits?

QUESTIONS: WHY WOULD A GROUP WANT TO FORM A UNION LOCAL? (UNIONIZE)

1. If 80% of the civilian work force is in an open shop situation, why unionize (why do some people want to join a union and why do others want to form a union or local?)

   a) Do unions better working conditions?

   b) Do individuals alone have any influence over a large corporation?

   c) Can union contracts protect employees from unfair actions of an employer? (example: unjust firings, demotions, etc.?)

   d) Do unionized employees make better wages than non-union employees doing similar work?

   e) If wanted to change labor laws, can one work through the union to achieve this?

   f) Is it true that without union representation each individual vies for himself and the employer can do whatever he wants in many cases?

WHY NOT UNIONIZE?

1. Can't deal with employer on one-to one basis.

2. Some unions are corrupt.

   a) Sweetheart unions - wasted dues because union leaders in league with the employer.

   b) Union leaders on national level corrupt.

3. No incentive to excel - breeds mediocrity - "rate busting" taboo promotion on seniority rather than merit or skill.

4. May have to go out on strike regardless of feelings - thus losing wages.

HOW WOULD ONE GO ABOUT JOINING A UNION - RESTRICTIONS, ETC.

1. Must be an employee of a firm, etc. who has a contract with a union. (In most cases)

2. B.F.O.Q.

3. Sometimes must go through apprentice period - this does many things.

   a) Limited size of apprentice classes limits union membership. (This most common in skilled areas)

   b) Junior members not usually voting members nor have full membership rights.

4. May join by filling out membership application upon being hired or may be approached by union member to join.

5. In some cases, part-time or temporary help is refused membership.

6. Other restrictions (i.e.: Communist Party membership, criminal record, etc.) being done away with.

SUGGESTED PROCEDURE AND ACTIVITIES:

1. Displaying one picuture of sweatshop conditions in comparison to unionized factory picture. Ask students, which would they rather work in?

2. Present and read recent newspaper articles on union organizing, activities (COOP/UFW v. Teamsters; Farah Industries, J.P. Stevens, etc.) Ask students:

   a) What is plight of these workers?

   b) Why do these see unions as helping their conditions?

3. Show a movie (example: The Inheritance) and ask students, how did unions help to better conditions?

4. Present or make a list of jobs which may require union membership to arouse interest through identification.

5. Ask students what they think working conditions, salaries and hours are in union or agency v. open or non-union shops.

6. Present a chart comparing the above in union v. non-union industries.

7. Run a mock collective bargaining session (this is very successful - no more that 12 students for each mock session - 6 on each side).

8. Invite a union leader and a factory labor relations man or manager to come in and discuss why or why not unions. (Not at the same time)

9. Visit a union or agency shop, then visit an open shop of similar characteristics to compare for self the conditions.

10. Ask students to inquire from relatives or friends about why they are or are not union members.

11. Ask if any of the students have had to join a union because of a part-time job.

12. Have students research the original reasons for the establishment of unions.

13. List the improvements to labor that unions have brought about.

14. List the unions of the occupational clusters of:

    - Transportation
    - Marketing
    - Construction
    - Manufacturing

    and their effect on each occupational area.

15. Conduct a class debate - Unions v. Non-unions.

16. Allow each student to develop his own company and pretend to solve problems brought to him by union representatives (students), e.g. firing of a union worker.

RESOURCES:

- The Inheritance, Amalgamated Clothing Workers, available through them or NYSUT, on early factories in U.S.A. in clothing industry.

- Inner section of NYSUT newspaper in March, 1974.

- Newspaper articles on various union problems (N.Y. Times Sunday magazine article on J.P. Stevens, August 5, 1973)

- Search magazine articles - Coal miners 3/7/74; Stike and Collective Bargaining Procedures 1/17/74; The Industrial Workers 11/13/72

- Calling or writing to union local offices, National Labor Relations Board, National AFL-CIO headquarters, etc. may produce informative literature - but beware of your source when quoting statistics, etc. Also the N.Y.S. Industrial and Labor Relations School at Cornell University prints a lot of bulletins on union activity (check on fees) and has the best library on the subject in the U.S.A.

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

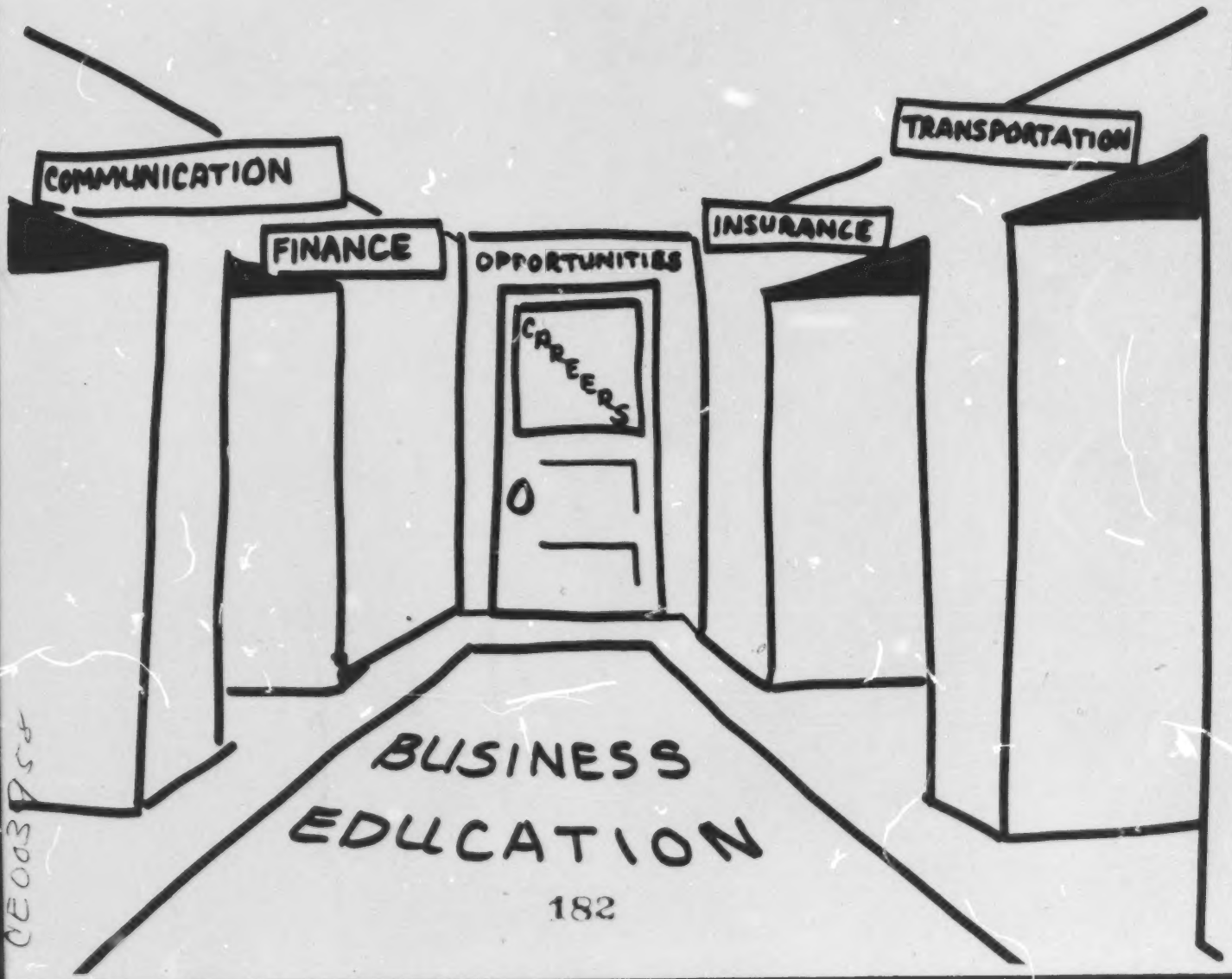
8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

CAREER EDUCATION

GENERAL BUSINESS

DOORWAYS TO SUCCESS



OE 0038 Ssd

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

CONTENTS

Forward..... 1

Professional Staff..... 2

Introduction..... 3

Module I - Finance..... 4-21

Module II - Insurance..... 22-36

Module III - Communications..... 37-56

Module IV - Transportation..... 57-78

FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

PROFESSIONAL PROJECT STAFF

General Business Modules

Guy M. Bovi	-*-	Auburn High School
Pauline L. Cheche	-*-	Auburn High School
Horace M. Grier	-*-	Southern Cayuga Central
Richard E. Hills	-*-	Cato-Meridian Central
Roger P. Lewis	-*-	Weedsport Central School

INTRODUCTION

The following pilot modules in General Business Education developed for the purpose of infusing the concept of career education into the existing General Business program.

The modules are not intended as a syllabus apart from the state curriculum. Rather, these modules were developed to contain limited elements of strategies and objectives so that teachers might effectively incorporate the career education concept into their particular teaching situations.

These modules represent a first step toward making the business student aware of the various career opportunities in which he might engage.

BUSINESS EDUCATION

Grades 9-10

General Business Module No. 1

I. Topic:

Finance and financial institutions

II. Purpose:

To determine the significance of careers related to financial institutions in our business world.

III. Elements of Career Education:

Employable skills
Career awareness
Economic awareness
Attitudes and Appreciations

IV. Career Clusters:

1. Business and Office
2. Marketing and Distribution
3. Personal Services

V. Goals:

To help students identify, explore, to become aware and acquainted with the various careers pertaining to financial institutions.

VI. Specific Performance Objectives:

1. After completing this unit, the student will be able to list at least ten career opportunities in the area of finance.

2. The student will write a report on a specific job indicating the following:

   A. Specific duties involved
   B. Necessary skills satisfactory performance
   C. Opportunities for advancement
   D. Prevailing wage rates

VII. Evaluation:

To be determined by individual teachers in a manner commensurate with special needs of the individual students involved.
Please complete the evaluation form at the end of this unit.

VIII. Suggested Student Activities:

1. Collect newspaper and magazine ads describing job opportunities in any financial institution for a bulletin board display.

2. Invite a speaker from a local financial institution to discuss the careers available in finance. Prepare a list of these careers as basis for classroom discussion.

3. Project No. I (Research Project, attached)

4. Project No. II (Interview, attached)

5. Project No. III (Role Playing, attached)

6. Project No. IV (Application Form, attached)

7. Field trip to local financial institution:

   A. Students view on job performance
   B. Observe equipment used in job performance
   C. Observe working conditions
   D. Note appropriate business attire

8. Other role playing suggestions:

   A. Collection agent
   B. Loan officer
   C. Trust officer
   D. Receptionist
   E. Security Guards

GENERAL BUSINESS

Project No. I -- Career Research Project

What to do:

Students will select at least six jobs or positions in the area of finance in which they have a potential interest and indicate the following information in formal outline form.

A. Description of work to be performed
B. Specific skills necessary for job
C. Expected salary
D. Potential for advancement
E. Prospect for future--availability of job in near future
F. Where best job market is located

Where to look:

Student can research this project in the LRC of his local school or through the Career Education Catalog published by the Cayuga County BOCES Career Education Library. Also, various career education books and pamphlets that are readily available can be used as references.

Sources of information:

1. Chronicle Guidance Career File
2. Dictionary of Occupational Title
3. Largo Career Kits (desk top)
4. Encyclopedia of Careers, Vol. I & II
5. Occupational Outlook handbook
6. Career Area of any local library
7. Reader's Guide--for magazine articles related to careers
8. Occupational View-Deck, located in Guidance Offices

*Suggested Form to follow--attached

GENERAL BUSINESS

Career Research Project

Suggested Form to Follow:

A. Title of job

B. Description

C. Specific Skills or Talents Required

1.
2.
3.
4.

D. Expected Salaries

E. Potential for Advancement and Promotion

1.
2.

F. Prospects for the Future

G. Best Job Market Locations

1.
2.
3.

H. Special high school courses a student could take to prepare for these positions:

1.
2.
3.
4.
5.

GENERAL BUSINESS

Project No. II -- Interview

Note to Teacher:

Where facilities are limited, teacher may wish to have students work in committees or groups. Each group may select a representative to participate in actual interview.

Suggested Student Activities:

Students will interview one person in their selected field of potential interest in the area of financial institutions.

Procedures to follow for interview:

I. Arrange interview; personal contact, telephone, or letter

II. During the interview, the student should ask the following:

A. Job title

B. Department

C. Duties and Responsibilities

D. Advantages

1.
2.
3.

E. Disadvantages

1.
2.
3.

F. Skills and talents necessary for the job

1.
2.
3.

G. Education requirements (Ex. High School diploma, two year or four year degree)

H. Opportunities for advancement

1.
2.

I. Benefits

1. pension---
2. hospitalization---
3. vacation---

J. Salary

1. starting
2. increments
3. bonuses

III. Prepared form signed by person being interviewed (sample below)

IV. Oral report by student of interview experience

V. Follow-up with thank you letter to person interviewed

Interview Form

_____
(Date)

I, _____, associated with the firm of _____ was interviewed by _____
(student's name)
_____ School.

_____
(Title)

EMPLOYMENT APPLICATION

Instructions to applicant: Fill out application carefully & completely

PERSONAL DATA

Name _____

Present Address _____

Social Security No. _____ Date of Birth _____

Sex _____ Weight _____ Height _____

Any physical impairments (sight, back trouble, heart, etc.) YES - NO

If yes, explain

In the last 2 years what was your attendance in school

Year ____ Number of days absent _____ Days tardy _____

Year ____ Number of days absent _____ Days tardy _____

REFERENCE

List below 3 people (not relatives) who we may contact concerning your employability - (put at least one teacher).

Name _____ Address _____

Name _____ Address _____

Name _____ Address _____

EDUCATION & TRAINING

List schools attended

Grammar _____

High School _____

Did you graduate from high school _____. If yes what year ____

College _____

PREVIOUS EMPLOYMENT

Name of company or organization _____

Immediate Supervisor _____

Reason for leaving _____

Are you willing to work nights or weekends? _____

Are you now or have you ever been a member of any Communist Organization _____ If yes, explain.

I agree that, in considering my application for employment, the company may conduct any investigation that it deems necessary, including but not limited to the verification of my prior employment history, education, and reputation in the communities where I have resided. Any false statement, misrepresentation, or failure to disclose pertinent information at any point in the employment procedure, may be sufficient to disqualify me for employment, or if employed, may result in my dismissal.

_____Signature of Applicant

_____Interviewer

Project No. III -- Role Playing

Role Playing

I. Description of Project:

Simulate the duties of a Bank Teller involved in various commercial transactions.

A. Handling a large deposit of money from local merchants

B. Opens a new checking account and instructs customer on how to fill out deposit slip

C. Certifies a customer's check

D. Makes out a money order

E. Stops payment on a check

F. Prepares traveler's checks

G. Cashes checks and makes change

H. Opens a savings account

II. Materials needed:

A. Several students to be involved

B. Appropriate bank forms (available from local bank)

C. Adding machines

D. Play money or suitable substitute

Resources

FINANCE

Films

1. Title: Your New Job
   Grade: 9-12
   Film Order No: 1MP7633
   Running Time: 10 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

2. Title: Wise Use of Credit
   Grade: 9-12
   Film Order No: 2MP7055
   Running Time: 11 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

3. Title: Business Office, The
   Grade: 9-12
   Film Order No: 2MP7199
   Running Time: 4 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

4. Title: Secretary, The Normal Day
   Grade: 9-12
   Film Order No: MS454
   Running Time: 11 Min. color
   Source: Tioga-Seneca-Tompkins Resource Center

5. Title: Your Job: Applying For It
   Grade: 9-12
   Film Order No: 2MP7134
   Running Time: 13 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

6. Title: Accounting: Basic Principles
   Grade: 10-12
   Film Order No: MS2
   Running Time: 11 Min. color
   Source: Tioga-Seneca-Tompkins Resource Center

7. Title: Applying For a Job
   Grade: 7-12
   Film Order No: 832-195
   Running Time: 13 Min. color
   Source: Cortland Resource Center

8. Title: Business Machine Operations
   Grade: 9-12
   Film Order No:
   Running Time: 7 Min. color
   Source: Onondaga Resource Center

Resources

FINANCE

Film Strips

1. Title: Selecting A Vocation: Clerical Occupations
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

2. Title: Selecting A Vocation: Business Occupations
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

3. Title: Selecting A Vocation: Evaluating Yourself
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

4. Title: Selecting A Vocation: Evaluating Jobs
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

5. Title: Getting Your Money's Worth
   Producer: SVE Educational Filmstrips
   Source: Cayuga B.O.C.E.S. Career Library
   Description: Six sound filmstrips entitled:
   Why You Need Consumer Know How
   A Blue Print For Money Management
   Buying Wisely
   Making Credit Work For You
   Saving To Reach Your Goals
   Let the Buyer Beware

6. Title: Keys Career Exploration: Clerical Interest
   Producer: SRA
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

7. Title: The Secretary In A Changing World
   Producer: The New York Times
   Source: Cayuga B.O.C.E.S. Career Library
   Description: Four filmstrips entitled:
   The Secretary Generation
   Secretaries, Who Needs Them
   When Tomorrow Comes, Where Will You Be
   Special Jobs for Special People

Resources

FINANCE

Transparancies

1. Title: Clerical Occupations & Responsibilities
   Producer: 3M Company
   Source: Cayuga B.O.C.E.S. Career Library
   Description: 20 color transparancies

2. Title: Career Planning
   Producer: 3M Company
   Source: Cayuga B.O.C.E.S. Career Library
   Description: 20 color transparancies

FINANCE

Magazines & Pamphlets

1. Title: Careers in Business
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #2
   Description: A variety of short articles dealing with careers in business such as data processing, management, marketing and distribution, bookkeeping, secretarial occupations, clerical occupations and business ownership

2. Title. Questions Secretaries Ask About Agency for International Development
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #2
   Description: A pamphlet describing job opportunities with A.I.D; part of the U.S. Dept. of State, located in Washington, D.C., administering our country's foreign assistance program

3. Title: Career Opportunities
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #16
   Description: "Be a Banker"--article, page 55

4. Title: Career Opportunities
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #16
   Description: "Be a Secretary"--article, page 371

5. Title: Writing Your Resume
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #17

6. Title: How to Get a Job & Keep It
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #17

Resources

FINANCE

Books

1. Title: J. K. Lasser's Managing Your Family Finance
   Author: J. K. Lasser Tax Institute
   Publisher: Doubleday & Co., Inc.
   Order No: Cluster #5
   Source: Cayuga B.O.C.E.S. Career Library

2. Title: Manage Your Money and Live Better
   Author: David L. Markstein
   Publisher: McGraw-Hill
   Order No: Cluster #5
   Source: Cayuga B.O.C.E.S. Career Library

Resources

FINANCE

Tapes:

1. Title: Telephone Operator
   Producer: Sound Learning Systems Educational Research, Inc.
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: ESEAII Tape 16

2. Title: Purchasing Agent
   Producer: same as above
   Order No: ESEA II tape 20
   Source: same as above

3. Title: Receptionist
   Producer: same as above
   Order No: ESEA II tape 11
   Source: same as above

4. Title: File Clerks
   Producer: same as above
   Order No: ESEA II tape 9
   Source: same as above

5. Title: Computer Operating
   Producer: same as above
   Order No: ESEA II tape 8
   Source: same as above

6. Title: Public Relations Worker
   Producer: same as above
   Order No: ESEA II tape 5
   Source: same as above

7. Title: Managerial Occupations
   Producer: same as above
   Order No: ESEA II tape 17
   Source: same as above

8. Title: Advertising Workers
   Producer: same as above
   Order No: ESEA II tape 2
   Source: same as above

9. Title: Stock Clerks
   Producer: same as above.
   Order No: ESEA II tape 13
   Source: same as above

Resources

FINANCE

Tapes:

10. Title: Stenographers & Secretaries
    Producer: Sound Learning Systems Educational Research, Inc.
    Order No: ESEA II tape 14
    Source: Cayuga B.O.C.E.S. Career Library

11. Title: Office Machine Operators
    Producer: same as above
    Order No: ESEA II tape 10
    Source: same as above

12. Title: Bookeepping Workers
    Producer: same as above
    Order No: ESEA II tape 6
    Source: same as above

13. Title: Accountants
    Producer: same as above
    Order No: ESEA II tape 1
    Source: same as above

14. Title: Personnel Worker
    Producer: same as above
    Order No: ESEA II tape 4
    Source: same as above

15. Title: Stock Clerks
    Producer: same as above
    Order No: ESEA II tape 13
    Source: same as above

16. Title: Bank Officers
    Producer: same as above
    Order No: ESEA II tape 23
    Source: same as above

FINANCE

Tapes:

17. Title: Marketing Research Workers
Producer: Educational Sensory Programming
Order No: ESEA II #4503
Source: Cayuga B.O.C.E.S. Career Library

18. Title: Real Estate Salesman
Producer: same as above
Order No: ESEA II #4553
Source: same as above

19. Title: Bank Clerk Teller
Producer: same as above
Order No: ESEA II #4596
Source: same as above

20. Title: Stenographer-Secretary-Typist
Producer: same as above
Order No: ESEA II #4549
Source: same as above

21. Title: Clerical Occupations
Producer: same as above
Order No: ESEA II #4546
Source: same as above

22. Title: Secretary
Producer: same as above
Order No: ESEA II #224
Source: same as above

23. Title: Lawyer
Producer: same as above
Order No: ESEA II #201
Source: same as above

24. Title: Insurance Agent-Broker
Producer: same as above
Order No: ESEA II #4552
Source: same as above

25. Title: Cahsier-Electronic Computor Operators
Producer: same as above
Order No: ESEA II #4547
Source: same as above

FINANCE

Tapes:

26. Title: Radio-T.V. Technician
Producer: Educational Sensory Programming
Order No: ESEA II #4580
Source: Cayuga B.O.C.E.S. Career Library

27. Title: Industrial Traffic Manager
Purchasing Agent
Producer: same as above
Order No: ESEA II #4545
Source: same as above

28. Title: Production Manager
Producer: same as above
Order No: ESEA II #210
Source: same as above

29. Title: Engineer-Mechanic
Producer: same as above
Order No: ESEA II #207
Source: same as above

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

BUSINESS EDUCATION

Grades 9-10

General Business Module No. 2

I. Topic:

Insurance

II. Purpose:

To determine the significance of careers related to insurance in our business world.

III. Elements of Career Education:

1. Decision making skills
2. Career awareness
3. Economic awareness
4. Attitudes and Appreciations
5. Employable skills

IV. Career Clusters:

1. Business and Office
2. Marketing and Distribution
3. Health
4. Personal Services
5. Consumers
6. Transportaion

V. Goals:

To help students identify, explore, to become aware and acquainted with the various careers pertaining to the field of insurance.

VI. Specific Performance Objectives:

1. After completing this unit, the student will be able to list at least six career opportunities in the area of insurance.

2. The student will write a short essay style report on a specific job indicating the following:

   A. Specific duties involved
   B. Necessary skills for satisfactory performance
   C. Opportunities for advancement
   D. Prevailing wage rates

VII. Evaluation:

To be determined by individual teachers in a manner commensurate with special needs of the individual students involved.

Please complete evaluation form at the end of this unit.

VIII. Suggested Student Activities:

1. Invite a recent high school graduate who is now working for an insurance company to visit the class and describe his/her work. Have this person indicate specific duties and responsibilities as well as high school courses that are of considerable help in performing the job.

2. Prepare a bulletin board display of the various careers and equipment used in the Insurance field. (note: See Resources)

3. Invite an insurance agent or broker to discuss his particular job. Select a panel of students to present questions to the speaker.

4. Program (item 3) could be video-taped for future use.

5. Take a field trip to an insurance office. (note: large office such an MONY)

6. Invite Social Security representatives to discuss benefits for children, etc.

7. Invite a lawyer to discuss the legal implications of filing claims for/or against an insurance company.

8. Supplemental information. (see attached outline)

9. Comparison of cost chart. (Insurance Project No. I)

10. Role Playing. (Insurance Project No. II)

11. Divide the class into groups of four or five students and have each group select one person to be an interviewer. Each interviewer is to contact one of the following people:

    A. General insurance agent
    B. Claim adjustor
    C. Claim's office representative
    D. General office worker

SUPPLEMENTAL INFORMATION

Jobs and Tasks at Various Levels

Insurance Company (Nomenclature)

I. Home Offices: (Main office which houses officers of the company)

Its function is final decision making for the entire company, all underwriting (whether it is or not good risk)--in other words, every department that is in the branch office, is in the home office.

II. Branch Office:

A. Branch Manager: He is generally a man who has worked up through various departments of office. Depending on the size of the branch, you may have an assistant branch manager.

B. Underwriting Department: There is a superintendent of this department for each type of insurance sold by the company. (ex. one for fire, casualty, bonds, etc.)

C. Claims Department: The superintendent of this department decides whether they'll adjust themselves or have independent adjustors, or in a very higher claim, hire a lawyer; sometimes, lawyers just being graduated. They work in this office for experience. More and more companies are using the General Adjustment Bureau.

D. General Adjustment Bureau: This is an organization whose services are paid for by the company for each loss they settle. The company finds it cheaper, depending upon the size of the branch. They pay so much per claim, rather than staff their own adjustors within the Claims Department. As in the Underwriting Department, adjustors are specialists in compensation claims, auto, bond, fire, etc.

E. Accounting Department: This department takes care of billing all policies to the agent or to the insured (if direct billing) and to handling all other financial transactions.

F. Engineering Department: The people in this department go out on commercial risks and make recommendations that would make a risk safer. This department tells the Underwriting Department whether to accept or reject a risk.

III. Agency Level:

A. Agents
B. Secretaries

Any property that a bank holds a chattel or real property mortgage, will demand that "said" property is covered by insurance, at least, up to the amount of the loan. The bank does not get involved with the insuring of the property. They will make the call to whatever agent the customer instructs them to call. Then the bank tells the agent what is needed to cover the loan or mortgage. It is then handled by the agent.

A mortgage clause (in favor of bank or loan company) is added to the policy. The original policy is sent to the bank and a copy (called a memorandum) is sent to the insured.

INSURANCE PROJECT NO. I

A potential insurance salesman might want to have figures showing a comparison of costs related to various types of insurance at a particular age.

Have the student fill in the information required to complete the chart. Students should be able to provide information as to what is the "best" insurance buy for each client.

The student can list the "positive" and "negative" features of each kind of policy.

AGE	*Type of Insurance			
	Straight Life	20 yr. limited payment	5 yr. Term Renewable Convertible	20 yr. Endowment
18				
19				
20				
21				
22				
23				
24				
25				

*Annual cost per $1,000 of insurance

Suggestion:

The student might contract a local life insurance agent to secure information required.

INSURANCE PROJECT NO. II

Role Playing

Career--Public Relations Representative

Duties of a Public Relations man working for an insurance company: Public Relations man would inform students as to proper procedure when involved in an accident.

(For the convenience of teacher),

Here is a suggested partial list of items that might be included in the presentation:

1. STOP immediately and investigate...regardless of how minor the accident may appear.
2. PREVENT further accidents. Warn other drivers with a light, flag or similar devices.
3. HELP the injured to the extent you are qualified. Then, call a doctor or hospital immediately.
4. CALL a law officer. Do not discuss the accident with anyone except the police, your agent, or a properly identified claim representative of your Company.
5. REPORT the accident as soon as possible to your insurance agent or the nearest Claim Office.
6. OBSERVE and write down all information needed to complete an Accident Report Form. Sample provided.
7. INVESTIGATE procedure for:
   - A. Release of Attachment
   - B. Bail Bond

Resources

INSURANCE

Films

1. Title: Communicating with the Public
   Grade: 9-12
   Film Order No: 2MP 7629
   Running Time: 12 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

2. Title: I Want to Work for Your Company
   Grade: 9-12
   Film Order No: 1MP 7632
   Running Time: 10 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

3. Title: Your New Job
   Grade: 9-12
   Film Order No: 1MP 7633
   Running Time: 10 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

4. Title: Salesmanship: Career Opportunities
   Grade: 7-12
   Film Order No: 2MP 7200
   Running Time: 15 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

5. Title: Secretary, The Normal Day
   Grade: 9-12
   Film Order No: MS 454
   Running Time: 11 Min. color
   Source: Tioga-Seneca-Tompkins Resource Center

6. Title: Your Job: Applying For It
   Grade: 9-12
   Film Order No: 2MP 7134
   Running Time: 13 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

7. Title: Applying For A Job
   Grade: 7-12
   Film Order No: 832-185
   Running Time: 13 Min. color
   Source: Cortland Resource Center

8. Title: Business Machines Operations
   Grade: 9-12
   Film Order No:
   Running Time: 7 Min. color
   Source: Onondaga Resource Center

9. Title: Business Office, The
   Grade: 7-12
   Film Order No: 2MP 7199
   Running Time: 14 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

Resources

INSURANCE

Film Strips

1. Title: Selecting A Vocation: Evaluating Yourself
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

2. Title: Selection A Vocation: Clerical Occupations
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

3. Title: Selecting A Vocation: Evaluating Jobs
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

4. Title: Selecting A Vocation: Sales Occupations
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S Career Library
   Description sound filmstrip

5. Title: Selecting A Vocation: Business Occupations
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

6. Title: Keys Career Exploration: Clerical Interest
   Producer: SRA
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

7. Title: The Secretary In A Changing World
   Producer: The New York Times
   Source: Cayuga B.O.C.E.S. Career Library
   Description: Four filmstrips entitled:
   The Secretary Generation
   Secretaries, Who Needs Them
   When Tomorrow Comes, Where Will You Be
   Special Jobs For Special People

Resources

INSURANCE

Tapes

1. Title: Telephone Operator
   Producer: Sound Learning Systems Educational Research, Inc.
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: ESEAII Tape 16

2. Title: Purchasing Agent
   Producer: same as above
   Order No: ESEA II tape 20
   Source: same as above

3. Title: Receptionist
   Producer: same as above
   Order No: ESEA II tape 11
   Source: same as above

4. Title: File Clerks
   Producer: same as above
   Order No: ESEA II tape 9
   Source: same as above

5. Title: Computer Operating
   Producer: same as above
   Order No: ESEA II tape 8
   Source: same as above

6. Title: Public Relations Worker
   Producer: same as above
   Order No: ESEA II tape 5
   Source: same as above

7. Title: Managerial Occupations
   Producer: same as above
   Order No: ESEA II tape 17
   Source: same as above

8. Title: Advertising Workers
   Producer: same as above
   Order No: ESEA II tape 2
   Source: same as above

9. Title: Stock Clerks
   Producer: same as above
   Order No: ESEA II tape 13
   Source: same as above

INSURANCE

Tapes

10. Title: Stenographers & Secretaries
Producer: Sound Learning Systems Educational Research, Inc.
Order No: ESEA II tape 14
Source: Cayuga B.O.C.E.S. Career Library

11. Title: Office Machine Operators
Producer: same as above
Order No: ESEA II tape 10
Source: same as above

12. Title: Bookeepping Workers
Producer: same as above
Order No: ESEA II tape 6
Source: same as above

13. Title: Accountants
Producer: same as above
Order No: ESEA II tape 1
Source: same as above

14. Title: Personnel Worker
Producer: same as above
Order No: ESEA II tape 4
Source: same as above

15. Title: Stock Clerks
Producer: same as above
Order No: ESEA II tape 13
Source: same as above

16. Title: Bank Officers
Producer: same as above
Order No: ESEA II tape 23
Source: same as above

Resources

INSURANCE

Tapes

17. Title: Marketing Research Workers
Producer: Educational Sensory Programming
Order No: ESEA II #4503
Source: Cayuga B.O.C.E.S. Career Library

18. Title: Real Estate Salesman
Producer: same as above
Order No: ESEA II #4553
Source: same as above

19. Title: Bank Clerk Teller
Producer: same as above
Order No: ESEA II #4596
Source: same as above

20. Title: Stenographer-Secretary-Typist
Producer: same as above
Order No: ESEA II #4549
Source: same as above

21. Title: Clerical Occupations
Producer: same as above
Order No: ESEA II #4546
Source: same as above

22. Title: Secretary
Producer: same as above
Order No: ESEA II #224
Source: same as above

23. Title: Lawyer
Producer: same as above
Order No: ESEA II #201
Source: same as above

24. Title: Insurance Agent-Broker
Producer: same as above
Order No: ESEA II #4552
Source: same as above

25. Title: Cahsier-Electronic Computor Operators
Producer: same as above
Order No: ESEA II #4547
Source: same as above

Resources

INSURANCE

Tapes

26. Title: Radio-T.V. Technician
Producer: Educational Sensory Programming
Order No: ESEA II #4580
Source: Cayuga B.O.C.E.S. Career Library

27. Title: Industrial Traffic Manager
Purchasing Agent
Producer: same as above
Order No: ESEA II #4545
Source: same as above

28. Title: Production Manager
Producer: same as above
Order No: ESEA II #210
Source: same as above

29. Title: Engineer-Mechanic
Producer: same as above
Order No: ESEA II #207
Source: same as above

Resources

INSURANCE

Transparancies

1. Title: Clerical Occupations & Responsibilities
   Producer: 3M Company
   Source: Cayuga BOCES Career Library
   Description: 20 color transparancies

2. Title: Career Planning
   Producer: 3M Company
   Source: Cayuga BOCES Career Library
   Description: 20 color transparancies

Resources

INSURANCE

Magazines & Pamphlets

1. Title: Career Opportunities
   Source: Cayuga BOCES Career Library
   Order No.: Cluster #16
   Description: "Seek a Career in Life Insurance", article pg. 220

2. Title: Career Opportunities
   Source: Cayuga BOCES Career Library
   Order No.: Cluster #16
   Description: "Be a Secretary", article pg. 371

3. Title: Writing Your Resume
   Source: Cayuga BOCES Career Library
   Order No.: Cluster #17

4. Title: How to Get a Job and Keep It
   Source: Cayuga BOCES Career Library
   Order No.: Cluster #17

Resources

INSURANCE

Books

1. Title: Policies for Protection, How Life Insurance and Health Insurance Work
   Author: Educational Services
   Publishers: Institute of Life Insurance
   Health Insurance Institute
   Source: Same as Publisher

2. Title: Life Insurance, A Suggested Adult Business Education Course
   Author: University of the State of New York
   Publisher: State Education Department
   Source: The University of the State of New York
   The State Education Department
   Albany, New York 12224

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

BUSINESS EDUCATION

Grades 9-10

General Business Module No. 3

I. Topic:

Communications

II. Purpose:

To determine the significance of careers related to the field of Communications in our business world.

III. Elements of Career Education:

Career awareness
Economic awareness
Attitudes and Appreciations

IV. Career Clusters:

1. Communication and Media
2. Business and Office
3. Marketing and Distribution
4. Public Service

V. Goals:

To help students explore, identify, and to become aware and acquainted with the various careers pertaining to the field of Communications.

VI Specific Performance Objectives:

1. After completing this unit, the student will be able to list at least 15 career opportunities in the area of Communications.

2. The student will write a report on a specific job indicating the following:

   A. Specific duties involved
   B. Necessary skills satisfactory performance
   C. Opportunities for advancement
   D. Prevailing wage rates

VII. Evaluation:

To be determined by individual teachers in a manner commensurate with special needs of the individual students involved.
Please complete the evaluation form at the end of this unit.

VIII. Suggested Student Activities:

1. Analyze the classified advertising section of a local newspaper for various types of job opportunities. A committee is to prepare an annotated listing of jobs that are advertised most frequently, the training required, and discuss them in class.

2. Make a bulletin board display showing all the people who work in a telephone office. (Discuss interaction of workers to accomplish a task)

3. Have students form groups of two or three. Conduct a "roving reporter" type interview asking students their opinion, or knowledge of, CAREER EDUCATION. Career--reporting, roving reporters. Students should use a tape recorder.

4. Radio-T.V. Show Opportunities
Communications Project No. 4 --(attached)

5. Ad Writing
Communications Project No. 5 --(attached)

6. Postal Worker
Communications Project No. 6 --(attached)

7. Telephone Operator
Communications Project No. 7 --(attached)

8. Writer for a Radio Commercial
Communications Project No. 8 --(attached)

9. Hotel-Motel Clerk
Communications Project No. 9 --(attached)

Career--RADIO-T V. SHOW OPPORTUNITIES

Communications Project No. 4

Divide the class into two teams (12-15 per team based on an average class size of 24-30). Have the members of each team plan a brief TELEVISION show of the "soap opera" variety. (Show time, 5-7 minutes, including 3 one-minute commercials.)

Career student involvement should include:

1. Announcer - introduces the show and commercials
2. Actors (2 or 3)
3. Script Writer - writes the show
4. Camera Man
5. Audio Man
6. Time Salesman - selling air time to finance the show (ex. this program is being brought to you by Mr. Smith's typing class)
7. Advertising Writers (2 or 3)
8. Commercial Announcers or Participants (3 or more)

After both teams have completed their "show", have the entire class "rate" each one objectively in an open discussion format.

NOTE: For use in a school that has a T.V. studio or where an individual teacher has access to a video tape recorder

CAN BE ADAPTED FOR TAPE RECORDER USE ONLY WHERE OTHER FACILITIES ARE NOT AVAILABLE

Career--RADIO-T V. SHOW OPPORTUNITIES

Communications Project No. 4

Divide the class into two teams (12-15 per team based on an average class size of 24-30). Have the members of each team plan a brief TELEVISION show of the "soap opera" variety. (Show time, 5-7 minutes, including 3 one-minute commercials.)

Career student involvement should include:

1. Announcer - introduces the show and commercials
2. Actors (2 or 3)
3. Script Writer - writes the show
4. Camera Man
5. Audio Man
6. Time Salesman - selling ad time to finance the show (ex. this program is being brought to you by Mr. Smith's typing class)
7. Advertising Writers (2 or 3)
8. Commercial Announcers or Participants (3 or more)

After both teams have completed their "show", have the entire class "rate" each one objectively in an open discussion format.

NOTE: For use in a school that has a T.V. studio or where an individual teacher has access to a video tape recorder

CAN BE ADAPTED FOR TAPE RECORDER USE ONLY WHERE OTHER FACILITIES ARE NOT AVAILABLE

Career--AD WRITING

Communications Project No. 5

1. Select an article to advertise.
2. Write a headline for this article that is "catchy."
3. Draw a picture or select one for your ad.
4. Write the copy keeping the following in mind:
    a) Use short, easy to understand sentences
    b) Use short words
    c) Say exactly what you mean
    d) Write as you talk
5. Complete your layout using your illustration, headline, and copy to make a neat, attractive ad.

Career--POSTAL WORKER

Communications Project No. 6

Student can visit a post office or interview his postman.*

Describe in oral or written form the duties of a postal worker in relationship to the following:

1. Use of ZIP
2. How letters are sorted and delivered after you drop them in the mailbox.
3. Registered mail
4. Certified mail
5. Postal money orders and special delivery
6. Parcel post
7. Requirements necessary to attain position
8. Future outlook for postal workers

*This may be audio or video taped.

Career--TELEPHONE OPERATOR

Communications Project No. 7

Students will contact local telephone company to inquire and/or to have an interview with a telephone operator.

1. Students can give an oral report of their experience at the telephone company.

2. Students may make arrangements for the telephone company's portable telephones available for classroom use and role play the duties of a telephone operator. Such duties may include:

   a) Placing long distance calls

   b) Calling for emergency service

   c) Locating people who have no phone number available

   d) Aiding police authorities to track down travelers on the road

   e) Determine time charges on long distance calls

Career--WRITER FOR A RADIO COMMERCIAL

Communications Project No. 3

Student will pick any product or item and write a 30 second commercial describing that particular product or item.

The commercial should be informative, persuasive, and concise.

Information should include:

1. What it is
2. What it will do
3. Where can it be obtained
4. Any guarantee or warranty
5. Cost
6. Practicality of item
7. Comparison to other products
8. Why consumer should purchase it

Career--HOTEL-MOTEL CLERK

Communications Project No. 9

The student will write a letter of confirmation to a potential customer answering inquires about room accommodations for a particular date and a certain number of people. Letter should include location of room, facilities and price ranges.

The letter should also contain the principal parts of a regular business letter.

Resources

COMMUNICATIONS

Films

1. Title: Your New Job
   Grade: 9-12
   Film Order No: 1MP 7633
   Running Time: 10 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

2. Title: Communications and the Community
   Grade: 7-10
   Film Order No: 2MP 6812
   Running Time: 16 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

3. Title: World Wide Communications
   Grade: 9-12
   Film Order No: 3MP 7357
   Running Time: 13 min. color
   Source: Cayuga B.O.C.E.S. Career Library

4. Title: Secretary, The Normal Day
   Grade: 9-12
   Film Order No: MS 454
   Running Time: 11 Min. color
   Source: Tioga-Seneca-Tompkins Resource Center

5. Title: Your Job: Applying For It
   Grade: 9-12
   Film Order No: 2MP 7134
   Running Time: 13 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

6. Title: Communicating with the Public
   Grade: 9-12
   Film Order No: 2MP 7629
   Running Time: 12 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

7. Title: Business Office, The
   Grade: 7-12
   Film Order No: 2MP 7199
   Running Time: 14 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

Resources

COMMUNICATIONS

Films

8. Title: Communications
Grade: 7-12
Film Order No: MS1305
Running Time: 12 Min. color
Source: Tioga-Seneca-Tompkins Resource Center

9. Title: Communicating with the Public
Grade: 7-12
Film Order No: 832-196
Running Time: 12 Min. color
Source: Cortland Resource Center

10. Title: Advertising: Information, Persuasion or Deception
Grade: 9-12
Film Order No: 832-273
Running Time: 12 Min. color
Source: Cortland Resource Center

11. Title: Applying For a Job
Grade: 7-12
Film Order No: 832-195
Running Time: 13 Min. color
Source: Cortland Resource Center

12. Title: Business Machine Operations
Grade: 9-12
Film Order No:
Running Time: 7 Min. color
Source: Onondaga Resource Center

Resources

COMMUNICATIONS

Film Strips

1. Title: Exploring Careers: The Newspaper Reports
   Producer: SVE
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrips

2. Title: Exploring Careers: The Telephone Installer
   Producer: SVE
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrips

3. Title: Exploring Careers: The Broadcast Technician
   Producer: SVE
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrips

4. Title: Selecting A Vocation: Evaluating Yourself
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

5. Title: Selecting A Vocation: Evaluting Jobs
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrips

6. Title: Selecting A Vocation: Clerical Occupations
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

7. Title: Selecting A Vocation: Semi-skilled & Skilled Occupations
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

8. Title: Art Careers in Advertising
   Producer: Educational Dimensions Corp.
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

9. Title: Careers in Television
   Producer: Educational Dimensions Corp.
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

10. Title: Writing Careers in Advertising
    Producer: Educational Dimensions Corp.
    Source: Cayuga B.O.C.E.S. Career Library
    Description: sound filmstrip

11. Title: Keys Career Exploration: Clerical Interest
    Producer: SRA
    Source: Cayuga B.O.C.E.S. Career Library
    Description: sound filmstrip

Resources

COMMUNICATIONS

Transparancies

1. Title: Clerical Occupations & Responsibilities
   Producer: 3M Company
   Source: Cayuga B.O.C.E.S. Career Library
   Description: 20 color transparancies

2. Title: Career Planning
   Producer: 3M Company
   Source: Cayuga B.O.C.E.S. Career Library
   Description: 20 color transparancies

Super 8MM Film Loop

1. Title: Postal Clerks
   Producer: Encyclopedia Britannica
   Source: Cayuga B.O.C.E.S. Career Library
   Description: This film illustrates the variety of work done by postal clerks and the many steps involved in handling mail.

Resources

COMMUNICATIONS

Books

1. Title: Your Future in Public Relations
   Author: Edward L. Bernays
   Publisher: Richard Rosen Press, Inc., N.Y., N.Y.
   Order No: Cluster #3
   Source: Cayuga B.O.C.E.S. Career Library

2. Title: Your Career in Public Relations
   Author: Jody Donohue
   Publisher: Julian Messner, N.Y.
   Order No: Cluster #3
   Source: Cayuga B.O.C.E.S. Career Library

3. Title: The Student Journalist & Broadcasting
   Author: John R. Rider
   Publisher: Richard Rosen Press, Inc., N.Y.
   Order No: Cluster #3
   Source: Cayuga B.O.C.E.S. Career Library

4. Title: Your Future in Publishing
   Author: Leonard Corwen
   Publisher: Richard Rosen Press, Inc., N.Y.
   Order No: Cluster #3
   Source: Cayuga B.O.C.E.S. Career Library

5. Title: Writing As A Career
   Author: Norman Lobsen
   Publisher: Henry Walack, Inc.
   Order No: Cluster #3
   Source: Cayuga B.O.C.E.S. Career Library

6. Title: Your Future in Translating & Interpreting
   Author: J. F. Hendry
   Publisher: Richard Rosen Press, Inc., N.Y.
   Order No: Cluster #3
   Source: Cayuga B.O.C.E.S. Career Library

7. Title: Communications in the World of the Future
   Author: Hal Hellman
   Publisher: M. Evans & Co., Inc.
   Order No: Cluster #3
   Source: Cayuga B.O.C.E.S. Career Library

Resources

COMMUNICATIONS

Books

8. Title: You're On The Air
   Author: Daddy-O Daylie
   Publisher: Children's Press, Chicago, Ill.
   Order No: Cluster #3
   Source: Cayuga B.O.C.E.S. Career Library

9. Title: On My Own
   Author: Charles Davis
   Publisher: Children's Press, Chicago, Ill.
   Order No: Cluster #3
   Source: Cayuga B.O.C.E.S. Career Library

10. Title: Jobs in Communications
    Author: Edward Wakin
    Publisher: Lathrop, Lee & Shepard Co.
    Order No: Cluster #3
    Source: Cayuga B.O.C.E.S. Career Library

11. Title: You Can Work in the Communication Industry
    Author: Betty Warner Dietz
    Publisher: The John Day Co.
    Order No: Cluster #3
    Source: Cayuga B.O.C.E.S. Career Library

12. Title: The News Media:
    A Journalist Looks at His Profession
    Author: John Hohenberg
    Publisher: Holt, Rinehart & Winston, Inc.
    Order No: Cluster #3
    Source: Cayuga B.O.C.E.S. Career Library

13. Title: Hello World Communication
    Author: Ruth L. Holloway
    Publisher: Field Educational Publications, Inc.
    Order No: Cluster #16
    Source: Cayuga B.O.C.E.S. Career Library

Resources

COMMUNICATION

Magazines & Pamphlets

1. Title: A Newspaper Career and You
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #3
   Description: Some answers to questions students ask about newspaper careers

2. Title: The Image Makers-Careers For You in T.V.
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #3

3. Title: Your Future in Daily Newspapers
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #3

4. Title: Headlines 1974
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #3
   Description: Headlines 1974 seeks to provide answers to questions most frequently asked by students about the daily newspaper field. This mini-newspaper discusses the opportunities the daily newspaper offers and items of interest in the field of journalism.

5. Title: Career Opportunities
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #16
   Description: "Be a Newspaperman", article pg. 260

6. Title: Career Opportunities
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #16
   Description: "Be a Secretary", article pg. 371

7. Title: So You Want To Go To Work
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #16
   Description: "Helping to Transmit Ideas and Information"

8. Title: Writing Your Resume
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #17

9. Title: Jobs in Publishing
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #3

10. Title: How To Get a Job & Keep It
    Source: Cayuga B.O.C.E.S. Career Library
    Order No: Cluster #17

COMMUNICATION

Tapes:

1. Title: Telephone Operator
   Producer: Sound Learning Systems Educational Research, Inc.
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: ESEAII Tape 16

2. Title: Purchasing Agent
   Producer: same as above
   Order No: ESEA II tape 20
   Source: same as above

3. Title: Receptionist
   Producer: same as above
   Order No: ESEA II tape 11
   Source: same as above

4. Title: File Clerks
   Producer: same as above
   Order No: ESEA II tape 9
   Source: same as above

5. Title: Computer Operating
   Producer: same as above
   Order No: ESEA II tape 8
   Source: same as above

6. Title: Public Relations Worker
   Producer: same as above
   Order No: ESEA II tape 5
   Source: same as above

7. Title: Managerial Occupations
   Producer: same as above
   Order No: ESEA II tape 17
   Source: same as above

8. Title: Advertising Workers
   Producer: same as above
   Order No: ESEA II tape 2
   Source: same as above

9. Title: Stock Clerks
   Producer: same as above
   Order No: ESEA II tape 13
   Source: same as above

Tapes:

10. Title: Stenographers & Secretaries
Producer: Sound Learning Systems Educational Research, Inc.
Order No: ESEA II tape 14
Source: Cayuga B.O.C.E.S. Career Library

11. Title: Office Machine Operators
Producer: same as above
Order No: ESEA II tape 10
Source: same as above

12. Title: Bookeepping Workers
Producer: same as above
Order No: ESEA II tape 6
Source: same as above

13. Title: Accountants
Producer: same as above
Order No: ESEA II tape 1
Source: same as above

14. Title: Personnel Worker
Producer: same as above
Order No: ESEA II tape 4
Source: same as above

15. Title: Stock Clerks
Producer: same as above
Order No: ESEA II tape 13
Source: same as above

16. Title: Bank Officers
Producer: same as above
Order No: ESEA II tape 23
Source: same as above

COMMUNICATION

Tapes:

17. Title: Marketing Research Workers
Producer: Educational Sensory Programming
Order No: ESEA II #4503
Source: Cayuga B.O.C.E.S. Career Library

18. Title: Real Estate Salesman
Producer: same as above
Order No: ESEA II #4553
Source: same as above

19. Title: Bank Clerk Teller
Producer: same as above
Order No: ESEA II #4596
Source: same as above

20. Title: Stenographer-Secretary-Typist
Producer: same as above
Order No: ESEA II #4549
Source: same as above

21. Title: Clerical Occupations
Producer: same as above
Order No: ESEA II #4546
Source: same as above

22. Title: Secretary
Producer: same as above
Order No: ESEA II #224
Source: same as above

23. Title: Lawyer
Producer: same as above
Order No: ESEA II #201
Source: same as above

24. Title: Insurance Agent-Broker
Producer: same as above
Order No: ESEA II #4552
Source: same as above

25. Title: Cahsier-Electronic Computor Operators
Producer: same as above
Order No: ESEA II #4547
Source: same as above

COMMUNICATION

Tapes:

26. Title: Radio-T.V. Technician
Producer: Educational Sensory Programming
Order No: ESEA II #4580
Source: Cayuga B.O.C.E.S. Career Library

27. Title: Industrial Traffic Manager
Purchasing Agent
Producer: same as above
Order No: ESEA II #4545
Source: same as above

28. Title: Production Manager
Producer: same as above
Order No: ESEA II #210
Source: same as above

29. Title: Engineer-Mechanic
Producer: same as above
Order No: ESEA II #207
Source: same as above

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

BUSINESS EDUCATION

Grades 9-10

General Business Modular No. 4

I. Title:

Transportation

II. Purpose:

To determine the significance of careers related to the field of Transportation in our business world.

III. Elements of Career Education:

Career awareness
Economic awareness
Attitudes and Appreciations

IV. Career Clusters:

1. Marketir ; and Distribution
2. Business and Office
3. Manufacturing
4. Transportation and such

V. Goals:

To help students explore, identify, and to become aware and acquainted with the various careers pertaining to the field of Transportation.

VI. Specific Performance Objectives:

1. After completing this unit, the student will be able to list at least 15 career opportunities in the area of Transportation.

2. The student will write a report on a specific job indicating the following:

   A. Specific duties involved
   B. Necessary skills satisfactory performance
   C. Opportunities for advancement
   D. Prevailing wage rates

VII. Evaluation:

To be determined by individual teachers in a manner commensurate with special needs of the individual students involved.
Please complete the evaluation form at the end of this unit.

VIII. Suggested Student Activities:

1. Career awareness identity game

VIII. Suggested Student Activities:

1. Career--AWARENESS IDENTITY GAME
   Transportation Project No. 1

2. Career--VACATION TOUR PLANNER
   Transportation Project No. 2

3. Career--TRUCK DRIVER
   Transportation Project No. 3

4. Career--DISPATCHER FOR TRUCKING CO.
   Transportation Project No. 4

5. Career--TRIP PLANNER FOR AAA
   Transportation Project No. 5

6. Career--AIRLINE EMPLOYMENT OPPORTUNITIES
   Transportation Project No. 6

Career--AWARENESS IDENTITY GAME

Transportation Project No. 1

Unscramble the letters below to form 6 terms generally associated with the TRANSPORTATION INDUSTRY.

1. H S I P ___O
2. N A I R T O____
3. C U R T K O_____
4. N I I C E O V ____O__
5. B U S Y A W _____O
6. R E D T I N T E T A _____O_____

Now rearrange the circled letters to form a type of office occupation

_ _ _ _ _ _

Awareness Identity Game

Transportation Project No. 1

(General Terms Key)

1. S H I (P)
2. (T) R A I N
3. (T) R U C K
4. I N V O (I) C E
5. S U B W A (Y)
6. I N T E R (S) T A T E

The circles letters will be arranged to spell TYPIST.

Career--AWARENESS IDENTITY GAME

Transportation Project No. 1

Unscramble the letters below to form 8 occupations normally associated with the AIRLINE INDUSTRY.

1. L I T O P _ O _ _ _ _
2. D E E W T A S R S S _ _ _ _ _ _ O _ _ _ _ _
3. C H A M I N E C _ _ _ _ O _ _ _ _
4. L I T O P O C _ _ O _ _ _ _ _
5. S I P T C H R E A D _ _ _ _ O _ _ _ _ _ _
6. R A T I F F C _ _ _ _ _ _ _ _
R R O N C T O L E L _ _ _ _ _ _ _ _ O _ _
7. D A I R O A N M _ _ _ _ _ _ _ _ O
8. T O P R E R _ _ _ _ O _ _

Now rearrange the circled letters to form a term associated with the air industry. "HINT" A traveler is not allowed to fly without one.

_ _ _ _ _ _ _ _ _

Career--AWARENESS IDENTITY GAME

Transportation Project No. 1

(Airline Career Key)

1. P(I)L O T
2. S T E W A(R)D E S S
3. M E C H(A)N I C
4. C O(P)I L O T
5. D I S P(A)T C H E R
6. T R A F F I C C O N T R O L(L)E R
7. R A D I O M A(N)
8. P O R T(E)R

The circle letters will be arranged to spell AIRPLANE.

Career--VACATION TOUR PLANNER

Transportation Project No. 2

Student will plan a trip for a potential client using the following outline:

1. Plans a trip anywhere he likes
2. Must plan an itinerary
3. Can select mode of travel
4. Gathers budget information
5. Can develop route (s) of travel from road map
6. Can use time tables from railroad, bus or air-line schedule
7. Must write a letter of reservation
8. Should receive a letter of confirmation (simulate)
9. Must write to Chamber of Commerce in various cities and states
10. Must write to travel agencies
11. Can write to government tour agencies
12. Can use traveler's checks and other bank services
13. Can use telegrams
14. Should check insurance coverage for automobile

Grading Suggestions for Teacher

In any grading pattern you agree upon, you should consider the following:

1. Content
2. Neatness
3. Originality
4. Creativeness
5. Cover-page
6. References used
7. Mechanics of writing

Career--TRUCK DRIVER

Transportation Project No. 3

Student will gather information through guidance office, career guidance materials, and through personal interview with a truck driver about a career in this field.

Student then will make an oral or written presentation to his class. The report should include:

1. Advantages
2. Disadvantages
3. Future outlook (demand)
4. Qualifications
5. Required skills
6. Necessary training
7. Advancement opportunities
8. Salaries and fringe benefits
    - A. Starting
    - B. Potential

Career--DISPATCHER FOR TRUCKING CO.

Transportation Project No. 4

Student will interview a dispatcher at one of the local terminals--Red Star or Stott and Davis--to determine the extent of the dispatchers' duties, etcetera, and give an oral report to the class.

In the interview, the student would inquire about:

1. Skill requirements
2. Necessary training
3. High school courses that would be helpful
4. Additional experience needed
5. Opportunity for advancement

Career--TRIP PLANNER

Transportation Project No. 5

Career--TRIP PLANNER FOR THE AMERICAN AUTOMIBLE ASSOCIATION

The student will route a map for scenic trip from Central New York to Florida, noting the various historic sites along the way.

Indication of the mileage from each site should be noted so that a traveler might be better able to plan his trip to include most of the historic sites.

Career--AIRLINE EMPLOYMENT OPPORTUNITIES

Transportation Project No. 6

Invite an airline representative to visit the class and speak about specific occupations such as:

1. Pilot
2. Stewardess
3. Mechanic
4. Porter
5. Traffic Controller
6. Radio Operator
7. Radar Operator
8. Dispatcher
9. Ticket Sales
10. Sky Marshall

*Note: Project may also be adapted to other modes of transportation such as buses, trains, Am Track and ships.

Resources

TRANSPORTATION

Tapes:

1. Title: Telephone Operator
   Producer: Sound Learning Systems Educational Research, Inc.
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: ESEAII Tape 16

2. Title: Purchasing Agent
   Producer: same as above
   Order No: ESEA II tape 20
   Source: same as above

3. Title: Receptionist
   Producer: same as above
   Order No: ESEA II tape 11
   Source: same as above

4. Title: File Clerks
   Producer: same as above
   Order No: ESEA II tape 9
   Source: same as above

5. Title: Computer Operating
   Producer: same as above
   Order No: ESEA II tape 8
   Source: same as above

6. Title: Public Relations Worker
   Producer: same as above
   Order No: ESEA II tape 5
   Source: same as above

7. Title: Managerial Occupations
   Producer: same as above
   Order No: ESEA II tape 17
   Source: same as above

8. Title: Advertising Workers
   Producer: same as above
   Order No: ESEA II tape 2
   Source: same as above

9. Title: Stock Clerks
   Producer: same as above
   Order No: ESEA II tape 13
   Source: same as above

TRANSPORTATION

Tapes:

10. Title: Stenographers & Secretaries
Producer: Sound Learning Systems Educational Research, Inc.
Order No: ESEA II tape 14
Source: Cayuga B.O.C.E.S. Career Library

11. Title: Office Machine Operators
Producer: same as above
Order No: ESEA II tape 10
Source: same as above

12. Title: Bookeepping Workers
Producer: same as above
Order No: ESEA II tape 6
Source: same as above

13. Title: Accountants
Producer: same as above
Order No: ESEA II tape 1
Source: same as above

14. Title: Personnel Worker
Producer: same as above
Order No: ESEA II tape 4
Source: same as above

15. Title: Stock Clerks
Producer: same as above
Order No: ESEA II tape 13
Source: same as above

16. Title: Bank Officers
Producer: same as above
Order No: ESEA II tape 23
Source: same as above

TRANSPORTATION

Tapes:

17. Title: Marketing Research Workers
Producer: Educational Sensory Programming
Order No: ESEA II #4503
Source: Cayuga B.O.C.E.S. Career Library

18. Title: Real Estate Salesman
Producer: same as above
Order No: ESEA II #4553
Source: same as above

19. Title: Bank Clerk Teller
Producer: same as above
Order No: ESEA II #4596
Source: same as above

20. Title: Stenographer-Secretary-Typist
Producer: same as above
Order No: ESEA II #4549
Source: same as above

21. Title: Clerical Occupations
Producer: same as above
Order No: ESEA II #4546
Source: same as above

22. Title: Secretary
Producer: same as above
Order No: ESEA II #224
Source: same as above

23. Title: Lawyer
Producer: same as above
Order No: ESEA II #201
Source: same as above

24. Title: Insurance Agent-Broker
Producer: same as above
Order No: ESEA II #4552
Source: same as above

25. Title: Cahsier-Electronic Computor Operators
Producer: same as above
Order No: ESEA II #4547
Source: same as above

TRANSPORTATION

Tapes:

26. Title: Radio-T.V. Technician
Producer: Educational Sensory Programming
Order No: ESEA II #4580
Source: Cayuga B.O.C.E.S. Career Library

27. Title: Industrial Traffic Manager
Purchasing Agent
Producer: same as above
Order No: ESEA II #4545
Source: same as above

28. Title: Production Manager
Producer: same as above
Order No: ESEA II #210
Source: same as above

29. Title: Engineer-Mechanic
Producer: same as above
Order No: ESEA II #207
Source: same as above

Resources

TRANSPORTATION

Films

Title

1. Title: Secretary, The Normal Day
   Grade: 9-12
   Film Order No: MS 454
   Running Time: 11 Min. color
   Source: Tioga-Seneca-Tompkins Resource Center

2. Title: Your Job: Applying For It
   Grade: 9-12
   Film Order No: 2MP 7134
   Running Time: 13 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

3. Title: Your New Job
   Grade: 9-12
   Film Order No: 1MP 7633
   Running Time: 14 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

4. Title: Applying For A Job
   Grade: 7-12
   Film Order No: 832-195
   Running Time: 13 Min. color
   Source: Cortland Resource Center

5. Title: Business Machine Operations
   Grade: 9-12
   Film Order No:
   Running Time: 7 Min. color
   Source: Onondaga Resource Center

6. Title: Business Office, The
   Grade: 7-12
   Film Order No: 2MP 7199
   Running Time: 14 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

7. Title: World Wide Communications
   Grade: 9-12
   Film Order No: 3MP 7357
   Running Time: 15 Min. color
   Source: Cayuga B.O.C.E.S. Career Library

Resources

TRANSPORTATION

Film Strips

1. Title: Exploring Careers: The Long-Haul Truck Driver
   Producer: SVE
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

2. Title: Exploring Careers: The Airline Cabin Attendant
   Producer: SVE
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

3. Title: Exploring Careers: The Automotive Mechanic
   Producer: SVE
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

4. Title: Selecting A Vocation: Clerical Occupations
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

5. Title: Man Han Wings
   Producer: Bowmar
   Source: Cayuga B.O.C.E.S. Career Library
   Description: Six Filmstrips entitled:
   Overview
   Pilot Flight Instructor
   Air Controllers
   Aircraft Engine Mechanic
   Air Frame Mechanics
   Passenger Service Agents

6. Title: Selecting A Vocation: Evaluating Yourself
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

7. Title: Selecting A Vocation: Evaluating Jobs
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

8. Title: Selecting A Vocation: Semi-skilled & Skilled Occupations
   Producer: Coronet films
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

Super 8MM Film Loops

1. Title: Local Transit Bus Drivers
   Producer: Encyclopedia Britannica
   Source: Cayuga B.O.C.E.S. Career Library
   Description: This film shows the duties of the local transit bus driver

Resources

TRANSPORTATION

Film Strips

9. Title: Keys Career Exploration: Clerical Interest
   Producer: SRA
   Source: Cayuga B.O.C.E.S. Career Library
   Description: sound filmstrip

10. Title: The Secretary In A Changing World
    Producer: The New York Times
    Source: Cayuga B.O.C.E.S. Career Library
    Description: Four filmstrips entitled:
    The Secretary Generation
    Secretaries, Who Needs Them
    When Tomorrow Comes, Where Will You Be
    Special Jobs for Special People

Transparancies

1. Title: Clerical Occupations & Responsibilities
   Producer: 3M Company
   Source: Cayuga B.O.C.E.S. Career Library
   Description: 20 color transparancies

2. Title: Career Planning
   Producer: 3M Company
   Source: Cayuga B.O.C.E.S. Career Library
   Description: 20 color transparancies

Resources

TRANSPORTATION

Books

1. Title: Find a Career in Auto Mechanics
   Author: C. William Harrison
   Publisher: G. P. Putnam's Sons, N.Y.
   Order No: Cluster #5
   Source: Cayuga B.O.C.E.S. Career Library

2. Title: Your Future in Railroading
   Author: Thomas M. Goodfellow
   Publisher: Richard Rosen Press, Inc.
   Order No: Cluster #15
   Source: Cayuga B.O.C.E.S. Career Library

3. Title: You Can Work in the Transportation Industry
   Author: Betty Warner Dietz
   Publisher: The John Day Co.
   Order No: Cluster #15
   Source: Cayuga B.O.C.E.S. Career Library

4. Title: VIP Who Can Work With Cars, Buses, and Trucks
   Author: Freeman, Westover, and Willis
   Publisher: Children Press, Chicago, Ill.
   Order No: Cluster #15
   Source: Cayuga B.O.C.E.S. Career Library

5. Title: Jobs in Transportation
   Author: Genevieve Gray
   Publisher: Lathrop, Lee & Shepard Co., N.Y.
   Order No: Cluster #15
   Source: Cayuga B.O.C.E.S. Career Library

6. Title: Your Future in Traffic Management
   Author: Robert E. Heine
   Publisher: Richard Rosen Press, Inc., N.Y.
   Order No: Cluster #15
   Source: Cayuga B.O.C.E.S. Career Library

7. Title: Air Traffic Controller
   Author: David R. Turner
   Publisher: Arco Publishing Co., Inc.
   Order No: Cluster #15
   Source: Cayuga B.O.C.E.S. Career Library

Resources

TRANSPORTATION

Books

8. Title: Hello World Transportation
Author: Ruth Holloway
Publisher: Field Educational Publications, Inc.
Order No: Cluster #16
Source: Cayuga B.O.C.E.S. Career Library

9. Title: Air Traffic Control
Author: Ross R. Olney
Publisher: Thomas Nelson, Inc.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

10. Title: Careers and Opportunities in Astronautics
Author: Lewis Zarem
Publisher: N.Y.: E. P. Dutton & Co., Inc.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

11. Title: Your Future in Automotive Service
Author: Taylor and Bradley
Publisher: ARCO Publishing Co., Inc.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

12. Title: Your Career in the World of Travel
Author: Dorothy & Joseph Dowdell
Publisher: Julian Messener, N.Y.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

13. Title: Aim For a Job in the Trucking Industry
Author: McGill and Robinson
Publisher: Richard Rosen Press, Inc.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

14. Title: Aerospace Pilot
Author: Charles Coombs
Publisher: Wm. Morrow & Co., N.Y.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

15. Title: Hey, Taxi
Author: Adolphus Washington
Publisher: Children Press, Chicago, Ill-
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

Resources

TRANSPORTATION

Books

16. Title: Your Future as an Airline Steward/Stewardess
Author: Lyman Randall
Publisher: Richard Rosen Press, Inc., N.Y.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

17. Title: Your Future as a Pilot
Author: Captain Kimball J. Scribner
Publisher: Richard Rosen Press, Inc., N.Y.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

18. Title: Aim For A Job in Automotive Service
Author: Dawson and Bradley
Publisher: Richard Rosen Press, Inc., N.Y.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

19. Title: Meigs Tower
Author: Joseph Yokley
Publisher: Children Press, Chicago, Ill.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

20. Title: In the Face of the Sun
Author: Emmett Stovall
Publisher: Children Press, Chicago, Ill.
Order No: Cluster #15
Source: Cayuga B.O.C.E.S. Career Library

Resources

TRANSPORTATION

Magazines & Pamphlets

1. Title: Automotive Careers
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #15

2. Title: Your Job As A Mechanic
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #15

3. Title: The Retail Automobile Business (in planning your future)
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #15

4. Title: How to Get a Job and Keep It
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #17

5. Title: Aviation Education--
   Source Airline Flight Attendant Career Guide
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #15

6. Title: Automotive Service Occupations
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #15
   Description: A suggested outline of occupations concerned with maintenance and repair of all types of automotive vehicles

7. Title: Career Opportunities
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #15
   Description: "Be A Traffic Manager", article pg. 402

8. Title: Career Opportunities
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #16
   Description: "Be a Secretary", article pg. 371

9. Title: So You Want To Go To Work
   Source: Cayuga B.O.C.E.S. Career Library
   Order No: Cluster #16
   Description: Transportation article, "Moving People & Goods"

10. Title: So You Want To Go To Work
    Source: Cayuga B.O.C.E.S. Career Library
    Order No: Cluster #...
    Description: Mechanics & Repair article, "Keeping Things in Working Order"

11. Title: Writing Your Resume
    Source: Cayuga B.O.C.E.S. Career Library
    Order No: Cluster #17

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045